

Standard 2.4: Human Sexuality and Family Life

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

A significant challenge facing educators and school policy makers as the 21st century approaches is to assure that the youth of today will complete school prepared to be productive, responsible, caring, and healthy people. Today, this means that schools must go beyond nurturing the intellect to address the holistic needs of children. Among those needs are the knowledge, attitudes, and skills gained through a planned, sequential health education program that includes sexuality education designed to foster positive social and sexual behavior.

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(National Guidelines Task Force, 1992)

FAMILY LIFE EDUCATION

The Center for Educational Policy Analysis in New Jersey and the Center for Public Interest Polling at Rutgers University's Eagleton Institute of Politics conducted a study of family life education. Released as a report entitled *Is Playing It Safe Unsafe?* the study concluded that public support for family life education is strong and growing (Firestone, Ballou, Bader, and Whelchel, 1995). New Jersey has a long history of support for family life education. The State Board of Education first recommended the offering of "sex education" courses in 1967. The policy statement issued by the Board at that time noted the following points:

- Sex education is a responsibility that should be shared by the home, religious institutions, and school.
- Sex is a major aspect of personality. It is intimately related to emotional and social development and can be best understood by relating it to the total adjustment of the individual in the family and society.
- The primary purpose of sex education is to promote wholesome family and interpersonal relationships.
- Sex education is a continuous process throughout life.

In 1979, a five-member committee appointed by the president of the State Board, examined existing sex education practices and trends and recommended improvements to existing state policy. As a result of this review, the State Board of Education decided to require **family life education** because it was convinced local school districts needed a state-level directive to trigger instruction in this area. Thus, the family life mandate became reality (White-Stevens & Burcat, 1981).

The family life education mandate was essentially unchanged until May 1996 when the State Board of Education adopted the *Core Curriculum Content Standards in Comprehensive Health Education and Physical Education*. The *Standards* “drive” instruction in New Jersey’s schools and set the tone for curriculum development and assessment. *Standard 2.4: Human Sexuality and Family Life* aims to provide students with the knowledge and skills needed to establish healthy relationships and practice safe and healthful behaviors. The *Standard* and supporting cumulative progress indicators lay the foundation for an instructional program focusing on healthy sexual development as well as the prevention of sexually transmitted diseases, HIV infection, and unintended pregnancy. Ultimately, the goal of the *Standard* is to produce students who take responsibility for their sexual health and the health of their relationships.

MEETING THE NEEDS OF YOUTH

Today’s teenagers reach physical maturity earlier and marry later. Professionals, politicians, and parents share a deep concern about unplanned adolescent pregnancy, out-of-wedlock childbearing, sexually transmitted diseases, HIV infection, sexual abuse, sexual assault, and the potential consequences, both physical and emotional, of early sexual activity. Recent studies indicate that the number of teenagers engaging in sexual intercourse has declined in the 1990s. Lloyd Kolbe, director, Division of Adolescent and School Health (DASH) at the Centers for Disease Control and Prevention (CDC) attributes the decrease to the collaborative nature of prevention. School-based sexuality education programs (supported by community-based programs and religious programs) and increased parental involvement have contributed to the decline. While the decline is an important milestone, Kolbe warns against becoming complacent (Cimons, 1998).

Knowledge is not enough. Students need opportunities to think, reflect, and consider the implications of sexual decisions. For this to happen, students need ample opportunities to practice and refine essential decision-making and problem-solving skills. They need to develop effective communication skills. *Standard 2.2: Personal, Interpersonal, and Life Skills* addresses these skills in detail and is an essential complement to *Standard 2.4*.

This *Framework* reflects the spectrum of issues that impact today’s youth. It is not a sequential curriculum and should not be used as such. As in other chapters of this document, the sample learning activities merely serve as a means to explain or illuminate the cumulative progress indicators and provide teachers with ideas and resources to support effective instruction. Without a doubt, human sexuality and family life education is a controversial and sensitive area. Dealing with sensitive issues and involving parents and community members in program development is discussed in *Chapter 3: Linking the Standards and Framework to Curriculum Development*.

Sexuality is a natural and healthy part of life. From the moment of birth, children learn about love, touch, and relationships. This *Standard* and the related cumulative progress indicators aim to assist all students to develop a positive view of sexuality and, at the same time, develop the skills and knowledge needed to establish healthy patterns of behavior now and throughout life.

HUMAN DEVELOPMENT

Indicator 2.4-1: *Identify the stages of human development from conception to death.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Photos and pictures displayed should represent a wide variety of ethnic backgrounds.

A. FROM START TO FINISH

Display photos or pictures of a person from infancy to their current age. (Remember that students enjoy seeing baby and childhood pictures of their teacher.) Discuss how the person changed as he/she grew older, and list student responses. Explain that all living things have a beginning and an ending and that they start small and grow. (Even baby hippos are small compared to mama hippo!) Using pictures of babies and adults cut from magazines, discuss how living creatures change as they grow.

Variation: Students create a baby collage, using pictures of baby animals and plants. (Don't forget to include insects and reptiles as well as humans.) Discuss the similarities and differences.

Variation: Students develop a bulletin board that shows the various stages of life. Use photos to show the various stages of human development. Students write descriptions for each stage and picture (e.g., pictures of baby taking first steps, riding a bike for the first time, graduation).

[CCWR: 3.7/3.9]

B. PHOTOGRAPHIC TIME LINE

Students bring in their own baby pictures and compare them with a recent photo. Students use the photos to develop a timeline of their life, share it with classmates, and discuss how they have changed.

Variation: Write the words *physical*, *emotional*, and *social* on the board. Define each and ask students for examples. Students present their timeline to the class and describe one change from each of the three categories.

[CCWR: 3.7/3.9]

C. WHERE DO I COME FROM?

Ask students: "Where did you come from?" (Some students will name towns while others may say my mom's stomach.) Explain that all living things start very small in safe, protected places where they grow and become very special. Introduce the terms *uterus*, *embryo*, and *fetus* by showing a simple fetal development chart. Display objects that are the approximate size of the human embryo/fetus at various stages of development. Discuss how the fetus grows during its time in the uterus. Allow students to hold and examine a life-sized infant doll so they can visualize the changes.

Variation: Invite a pregnant parent or teacher to class so students can ask questions and observe. If possible, allow students to hear the fetal heart rate, feel fetal movement, or view a fetal sonogram.

Variation: Fill a balloon half full with warm water and drop in a marble. Tie the balloon. Explain that the balloon represents the uterus and that the fetus (the marble) is protected by a special fluid in the uterus. Reassure students that the baby breathes in a special way during this time.

Variation: Use trade books or videos, (e.g., *Berenstain Bears*, *Little Critter*, *Arthur*) to introduce children to various family members, including a new baby. Coordinate the use of the book or video with play activities that promote the proper care and handling of an infant, and allow children to explore the role of being a parent through play.

[CCWR: 3.2/3.7/3.9]

Teacher Tip: Keep parents informed of classroom activities so they can be prepared to answer their child's questions. Provide parents with supportive materials to reinforce learning that takes place in the classroom. Be sure to let parents know the appropriate vocabulary used in these lessons. Some parents may still have a difficult time using the correct names for body parts.

D. MY BODY, MY HOME

Begin this activity with a rendition of a song such as “Head, Shoulders, Knees and Toes”. With each verse add new parts of the body to the song. Make a list on the board of all the body parts mentioned. Explain that our bodies are made up of many small parts that work together to keep us healthy and help us grow into adults. During the song, there were certain parts of the body that were not included. Ask students if they know the names of some of those body parts. Explain that the class did not touch their private parts (those covered by a bathing suit or underwear). Use two anatomically correct dolls (or felt figures) wearing bathing suits or underwear to discuss the correct names for these body parts. Reinforce the correct terms and review what *private* means. Remind students that people should only touch the private parts of their body when they are in a private place (e.g., bathroom).

[CCWR: 3.12]

HUMAN DEVELOPMENT

Indicator 2.4-1: Identify the stages of human development from conception to death.

SAMPLE LEARNING ACTIVITIES: 3-4

A. CHANGE: IT JUST HAPPENS

Pose this question: “What is one thing you know now that you didn’t know last year?” After discussion, explain that in each stage of life people learn new things and grow physically, socially, and emotionally. Discuss new things learned this year. Provide each student with a human growth and development chart similar to the one below. Divide the class into several small groups to complete the chart. Each group shares its chart and discusses the results. After discussion, students predict (in writing) “What I Will be Like in 2 Years, 5 Years and 10 Years.”

HUMAN GROWTH AND DEVELOPMENT						
Type of Growth	Infant	Toddler	Child	Teen	Adult	Senior Citizen
Physical						
Social						
Emotional						

[CCWR: 1.3/2.3/4.1]

Teacher Tip: Some students may have difficulty discussing death. Be sensitive to religious and cultural beliefs as well as past experiences.

B. LIFE AND DEATH

Draw a time line on the board representing birth to death. Explain that many people today live longer than in previous decades. Brainstorm and note the reasons and share some examples from local newspapers and magazines. Discuss how everyone is faced with the death of someone close to them and that when this happens, people rely on family, friends, religion, and culture to feel better. Define **death** as a loss, except that unlike losing a favorite toy, a person cannot go to a store and buy a new grandpa or pet. Read a story such as *Aarvy Aardvark Finds Hope* or *The Fall of Freddie the Leaf* and discuss. Explain that even adults need help when someone close to them dies but that having a strong family and friends can help.

Variation: Use a video such as *The Lion King* to explain the “Circle of Life.” What does this mean?

Variation: Show the video *It Must Hurt A Lot* (or read the story). Discuss how people feel when they lose a pet. Students discuss and list ways to deal with those feelings.

[CCWR: 3.2]

Teacher Tip: Students often think that all older citizens are hard of hearing or blind. Reassure them that just because a person is a grandparent or retired, he/she is not “handicapped” by aging. To counter this perception, invite active senior citizens to serve as mentors for school activities.

C. GROWING OLD

For this activity, you need several sets of ear plugs (to represent hearing loss); glasses smeared with petroleum jelly (vision loss); thick gloves or mittens (arthritis); gum balls or jaw breakers (dental problems); and unflavored seltzer water with unsalted pretzels or crackers (loss of taste). Set up five stations. At each station, students complete a series of simple tasks while experiencing one of the results of aging. Students keep an informal journal of the activity. At the conclusion, students write a reaction to the exercise. Discuss ways to help older citizens who may be experiencing the problems of aging.

Variation: Take students on a field trip to a senior center, nursing home or assisted living center to talk to senior citizens about their activities.

[CCWR: 3.2/3.7/3.9]

D. DEVELOPMENTAL TOYS

Bring in toys and products used at different developmental stages (e.g., pacifier, training pants, stuffed animals, makeup, deodorant). Students arrange the items as part of an object time line around the classroom, discuss the use of the items, and correlate each to the appropriate age and stage of development.

Variation: Students discuss toys used when they were younger. How have students grown or matured since they used the toys? How have their choices changed?

Variation: Why are toys designed for specific age groups? Students examine the warnings on various toys and food items and explain why the warnings and age requirements are needed.

Variation: Students interview a grandparent or older person about the toys and games of his/her youth and report to the class. Invite the interviewees to teach the game to the class.

[CCWR: 3.2/3.7/3.9]

Teacher Tip: Some students may be sensitive about their height or weight. Each student can keep an individual portfolio of changes during the school year rather than posting the results on a bulletin board. For those students with a weight problem, reassure them that there are healthy ways one can lose weight. Encourage these children to be physically active and monitor their lunchtime practices. Work with the school nurse, the counselor, and the child’s parents/guardians to support healthy eating and exercise.

E. I’M GROWING

Students measure each other’s height and shoe size and graph the results. (Invite the school nurse to be a part of this project.) Repeat the measurements two more times during the school year to plot each student’s growth. Explain why some students have had a growth spurt while others have not (e.g., heredity, endocrine changes). Reassure students that everyone grows at his/her own rate.

[CCWR: 3.6/3.7]

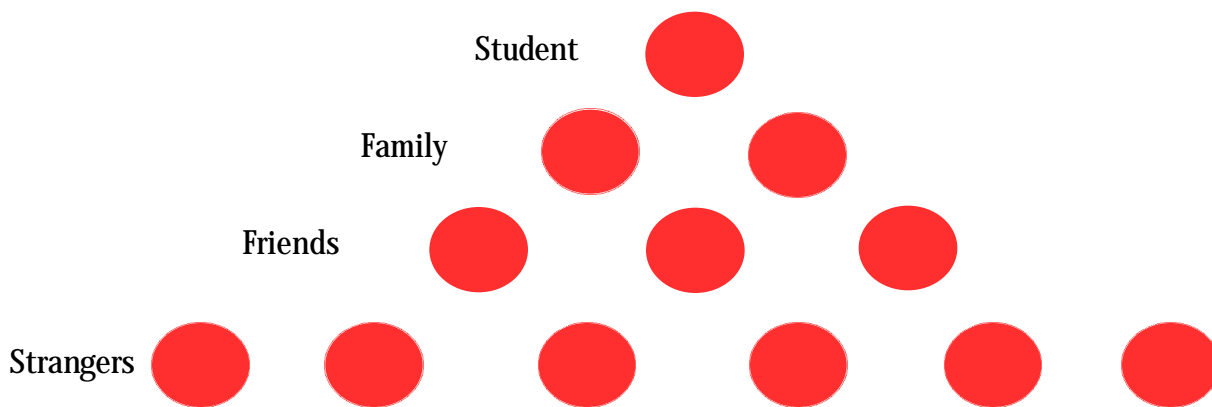
AFFECTION AND CARING

Indicator 2.4-2: *Identify ways to show affection and caring that are appropriate for children.*

SAMPLE LEARNING ACTIVITIES: K-2

A. CONTACT

Use tape, chalk, or poly spots to create a diagram on the floor similar to the one below.



One student stands in the darkened circle. As you discuss the various kinds of people that students come in contact with, add student volunteers to the remaining circles (e.g., the closest circles represent family; the next level, friends; and the last level, strangers). Define the word **stranger** and write on the board. Ask students what they should do if a stranger moves closer to their circle. List their responses and then write on the board: **NO! GO! TELL!** Discuss each element of the strategy.

Variation: Students stand and stretch their arms out straight to the sides. If their fingertips touch someone else, they must adjust their position. Tell them to keep their arms outstretched and slowly turn in a circle, while staying on the same spot. When they have made a complete rotation (encourage children to do this slowly), explain that they have just measured their **personal space**. Ask students what this means and write their responses on the board. Discuss the need to respect the privacy and personal space of others at home, in school, and on the playground. Students make a list of who can enter their personal space.

[CCWR: 3.2/3.7/3.9/4.2/5.3]

Teacher Tip: Use peer educators to assist groups to role-play each situation in the next activity.

B. NO! GO! TELL!

Students practice recognizing and reacting to potentially dangerous situations involving strangers. Read aloud a scenario about a child approached by a stranger (sample below). Explain how the child stayed safe by using the *No! Go! Tell!* strategy. Divide the class into groups and give each a situation. Groups decide if the situation warrants the strategy. Reconvene the groups and reinforce the concept of safe, trusted helpers. Brainstorm a list of ways to stay safe, and write them on the board. Students complete the following journal entry: “I will stay safe by...”





SAMPLE SITUATIONS: STRANGER SAFETY

- Josey is walking home from school. A man she does not know asks her if she wants a ride home.
- Alex is playing in the park. A person asks Alex to show him how to get to the school.
- Taran and Max are playing in the woods near their house. A person tells them they will get a reward if they can find a missing puppy.

[CCWR: 3.13/4.2]

C. I FEEL

Display pictures of faces showing certain emotions (e.g., happy, sad, confused). Students guess the feelings represented in the pictures and then share what makes them experience those same feelings. Give students an assortment of facial expression stickers (or circles with the expressions drawn on them) and a chart similar to the one below. Students place the feeling face sticker next to the matching statement. Discuss the student choices.

I FEEL STATEMENT	S T I C K E R S
When someone hits me, I feel...	
When someone kisses me, I feel...	
When I lose a game, I feel...	
When I'm with my friends, I feel...	

Variation: Students select a picture from a grab bag, then describe the picture and how the people in the picture might be feeling. Students must use feeling words in the description. Emphasize that different people can have different feelings even if they are in the same situation.

[CCWR: 3.2/4.6/4.7]

D. SAFE AND GENTLE TOUCH

Explain that safe and gentle touching is acceptable in class. Students practice safe and gentle touches. As students sit in a circle, go around the circle and shake everyone's hand, offering a smile and pleasant greeting. Allow other students to do the same (encourage the more aggressive students to be gentler). Students pat a neighbor's hand or pat him/her on the back. Next, students place an arm around their neighbor's shoulder and hold hands connecting the circle. Explain that safe and gentle touches make people feel good and don't scare people; they let people know that someone cares. Students stand, join hands while still in a circle, and step back to make the circle very large. Still holding hands, students walk to the center of the circle and "reach for the stars." Students complete the activity by finishing the statement: "Friends don't hurt friends..."

[CCWR: 1.1/4.2/4.6]

Teacher Tip: Emphasize that all children have trusted adults they can talk to if they think they have been touched in an unsafe way. Encourage students to identify their safe helpers.

E. SAFE AND UNSAFE TOUCHES

Begin this lesson with a review of the ways children take care of their bodies (e.g., food, rest, exercise). Ask students: "Who owns your arms and legs? your body?" (Students should answer "We do.") Explain that everyone has the right to say no if someone touches them in a way that makes them feel hurt, uncomfortable, afraid, or confused. Define **safe** and write *SAFE* and *UNSAFE* on the board. Brainstorm activities for each column similar to the example below.

SAFE	UNSAFE
<ul style="list-style-type: none"> ■ Hug from parent ■ Doctor giving you a check-up ■ Shaking hands ■ Mom giving you a bath 	<ul style="list-style-type: none"> ■ Pinching ■ Hitting ■ Pushing ■ Someone touching your private parts

Reassure students that there are a few times when things may hurt that are good for you (e.g., dental care, getting an immunization). After discussion, students create a poster or collage that illustrates the theme "Safe Touches."

AFFECTION AND CARING

Indicator 2.4-2: *Identify ways to show affection and caring that are appropriate for children.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Invite parents, family members, and representatives from the community to assist with the next activity.

A. GREETINGS

Circulate around the room and greet individual students in a different way. After you have greeted a few students, ask for new ways to say “hello.” Explain that greetings are a way to show caring and affection as well as courtesy and respect. Model ways different cultural groups greet one another. Small groups learn and practice greetings and compliments in various languages and present what they have learned to the rest of the class.

[CCWR: 4.6]

B. FEELING GOOD

Ask students: “How many of you feel really good today? What makes you feel that way?” Explain that sometimes things happen to people that make them feel good and sometimes things happen that make people feel bad. Students discuss things that make them feel safe and happy. Next, provide a number of textured, tactile experiences (e.g., lambs wool, silk, an emery board) and have students classify the experiences as feeling good or feeling bad. Students relate the sensation to actual experiences that make one feel good (e.g., the soft fur feels like a warm hug). Explain that people need lots of “warm fuzzies” in their lives; things like hugs, compliments, and smiles make people feel good. The “cold pricklies”—teasing, hitting, or hurting—leave people feeling sad and grumpy. Students make a list of ways they can give their classmates “warm fuzzies” and share their lists with the class. Students complete the following statement: “A warm fuzzie makes me feel...”

Variation: Read aloud the *Warm Fuzzy Tale*. Students plan a class activity to foster positive interaction. Students write their own version of the tale or create a skit and perform it in class.

Variation: Prior to this activity, create a kindness flower or pin. Write on the chalkboard “Kindness is Contagious.” Discuss the statement and explain that you will be observing students for acts of kindness. When you see such an act, the student will be rewarded with a special flower (or pin). That student recognizes another act of kindness and passes on the reward. After several days of this activity, discuss how the acts of kindness made students feel. Were they more observant of positive behavior? Students brainstorm the acts performed during the designated time period and develop a strategy to support such activities throughout the school year.

[CCWR: 1.1/4.6]

C. AFFIRMATIONS

Ask students: “Did you ever feel really down and then, all of a sudden, someone complimented you and your whole mood changed?” Explain that one way to show others you care about them is to offer

an **affirmation**, a positive stroke or compliment. Explain that getting positive comments from others makes people feel better about themselves (e.g., introduce the terms **positive self-esteem** or **self-concept**). Read aloud a story, such as *I Am Lovable and Capable*. Supply each child with a piece of scrap paper and some tape. When the character in the story experiences a negative action or comment, students tear off a piece of the paper. When someone compliments the character, students tape a piece back on. Discuss how the course of one's day affects the way he/she treats other people. Students list ten affirmations to share with classmates and create a class list or poster of positive sayings.

Variation: Divide the group into pairs. Give each pair a situation that describes a time when positive self-talk can be helpful. Students practice positive self-talk and affirmations.

[CCWR: 1.1/4.2/4.6]

RELATIONSHIPS

Indicator 2.4-3: *Discuss how family and friends are important throughout life and that relationships require respect for others.*

SAMPLE LEARNING ACTIVITIES: K-2

A. FAMILY PICTURES

Each student brings in pictures of family and friends and use the pictures to create a booklet of his/her life. Students write a caption or story for each picture, identifying the person(s), place, and time. Each student develops an acrostic poem using his/her name for the cover.

[CCWR: 3.15]

Teacher Tip: Students in your class may live in a variety of family constellations. Some students may not live with family members; they may live in foster homes, in group homes, or with friends. Do not make assumptions about family life. Listen to your students and learn as much about them as you can.

B. WHAT IS A FAMILY?

Use stories and books (e.g., an African folktale such as *Who Lives in Rabbit's House* or the *Little Critter* series) to introduce students to different kinds of families and how families care about each other. Explore how family members show they care about each other. Students develop a pledge entitled: "I will show my family I care by..." Post each pledge on the bulletin board with a drawing of the student and his/her family.

Variation: Students draw a picture of the individuals with whom they live. Gather students in a circle to share their pictures and introduce their family members. Students develop a class family graph

using poster board and stickers. The graph shows the number of family members in each student's family. Discuss the results of the graph and compare the size of families. Students complete the following: "My family is special because..."

[CCWR: 4.6/4.7]

Teacher Tip: Classroom pets may aggravate allergies. Check with the school nurse before inviting a "pet guest" to the classroom.

C. FAMILIES CARE

Use a film such as *Animal Babies* from National Geographic Films to illustrate how all living creatures care for their young. Students brainstorm ways that parents and family members care for them.

Variation: Ask students: "How do you care for a pet? What does the pet need?" If the class has a pet hamster, fish, or other creature, make a chart outlining the needs of the animal and assign students to be responsible for those needs. Students compare the needs of the pet with the needs of children.

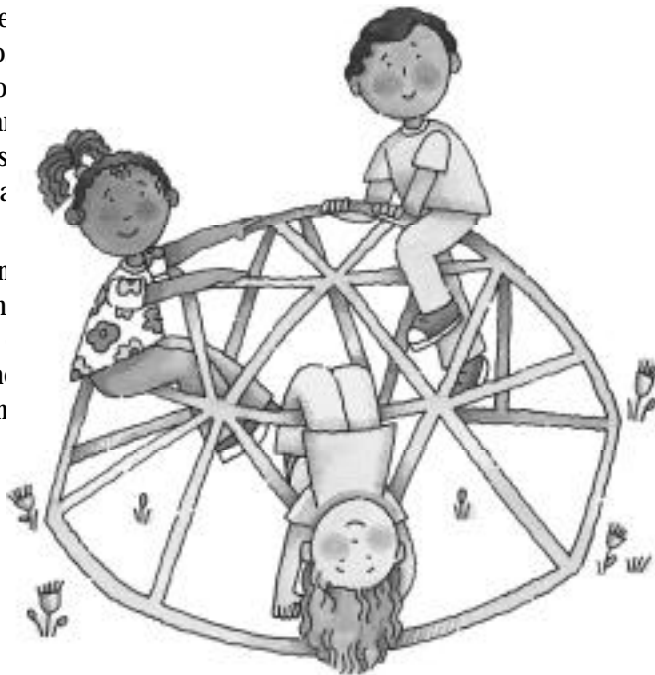
[CCWR: 4.7]

D. WHAT IS A FRIEND?

Ask students: "What makes a person your friend? What makes a person special? What do you like about this person? What do you share with this person?" Students open their eyes and share their thoughts. Create a class list and discuss. Students complete the activity by writing a brief paragraph describing a special friend.

Variation: Each student creates a friendship wheel with his/her name in the center and the names of several friends on the other pieces. Each wheel should have a friend's name on one side and a friendship quality written on the other. Remind students to use friends from outside school as well as classmates.

[CCWR: 1.1/3.15/4.6]



RELATIONSHIPS

Indicator 2.4-3: *Discuss how family and friends are important throughout life and that relationships require respect for others.*

SAMPLE LEARNING ACTIVITIES: 3-4

A. QUALITIES OF A FRIEND

Part of growing up is choosing friends. Ask students to think about people who are their friends. Ask: “How many chose at least one person in this room? How many chose at least one person who does not live in this community? Did anyone choose a person who lives in another country? Did anyone choose a person much younger or older than yourself?” Student volunteers describe how they feel when they are with a friend. Students brainstorm the qualities of a friend and write them on the board. Using the students’ ideas, develop a friendship checklist (such as the one below) and have students complete it. Discuss the qualities noted.

FRIENDSHIP CHECKLIST		
	Yes	No
■ Can I trust this friend?	_____	_____
■ Does this friend act in a safe and honest way?	_____	_____
■ Will my friend tell me if I am doing something wrong or unsafe?	_____	_____
■ Does this friend listen to me and understand what I say?	_____	_____
■ Does this friend like me for me, not just for my clothes or games?	_____	_____
■ Can we work things out if we disagree?	_____	_____
■ Does the friend follow his/her family’s rules and help me follow mine?	_____	_____
■ Do I like to be with this friend?	_____	_____
■ Do I feel good when I am with this friend?	_____	_____

Variation: Divide the class into three groups. Give each group a different scenario that describes a relationship between students (see sample below). Students answer the following question about the characters in their scenario: “Do you think the character in the story is a good friend? Why or why not?” Groups analyze the character’s behavior and offer suggestions to improve the relationship.

SAMPLE SITUATIONS: FRIENDSHIP

- Jill and Marty are playing on the swings. Alice calls Jill aside and tells her a secret. Jill and Alice laugh and then leave without saying anything to Marty.
- Aron invites Byron to a family campout. At the last minute, Byron calls and says he is going to a birthday party instead.
- Everyone always teases Suzy about her bright, red hair. One day when Suzy is really depressed, Andrea introduces her to her mom—who has the same shade of red hair as Suzy!

Variation: Students write a personal ad for a friend or create an ad promoting their own positive friendship qualities.

[CCWR: 1.1/4.6]

B. WHY FAMILIES?

Students develop a list of reasons why there are families and develop a graphic organizer to frame the discussion. Students complete a journal entry entitled “The Best Things About My Family.”

Variation: Relate the discussion of families to those in literature. Are today’s families like those described in books? Why or why not?

Variation: Students research changes in families across time (e.g., colonial families, immigrant families, Native American families). Compare different types of families to modern families.

[CCWR: 3.4/4.6/4.7]

C. MAKING A FRIEND

Pair each student with a classmate he/she doesn’t know very well. The students interview each other (taking notes) and then introduce the classmate to the rest of the class using the information gained in the interview. Interview questions might include:

- How many people are in your family?
- What is your favorite game or toy? food? TV show?
- Where would you like to visit?
- What is something you do very well?
- Why are friends important?

Variation: Distribute an outline of a balloon. Tell students to print the name of the classmate they interviewed in the center of the balloon, along with a brief description of the person. Decorate the balloon and display it on the bulletin board or as part of a friendship balloon bouquet.

[CCWR: 4.2]

Teacher Tip: Brainstorm situations that require students to use tact, good judgment, and respectful communication. Use the student-generated situations for skill reinforcement. Recognize positive interaction between students and adults.

D. RESPECT

Write the word **respect** on the board and brainstorm definitions. Ask students to identify individuals whom they respect (e.g., parents, principal, police). Divide the class into small groups, and assign each group a situation. Groups develop respectful ways to handle the situation and share their ideas with the rest of the class. Students complete the following statement in writing: “I show respect to others by...”

SAMPLE SITUATIONS: RESPECT

Situation One: The Principal

You are one of five students in the lavatory when the principal comes in. Three of the other students were trying to stuff paper towels down the toilet. The principal tells you to report to the office. How do you explain to the principal, in a respectful manner, that you had nothing to do with the prank?

Situation Two: Police Patrol

You and two friends are riding your bikes home from the park when a police officer pulls up beside you. The officer says, “I know what you kids did back there in the park.” You’re not sure what he’s talking about, but you know all you did was play basketball. How do you respond to the officer’s questions?

Situation Three: Parent Trap

Your little sister has done it again! She spilled an entire glass of juice on the floor. You are trying to clean up the mess she ignored when your mom walks in and starts yelling at you. What should you say? How can you defend yourself and still be respectful? The situation certainly looks bad for you!

[CCWR: 1.1/4.6]



FAMILY ROLES

Indicator 2.4-4: *Explain different kinds of families and that all family members have rights, privileges, and responsibilities.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Always refer to families as “healthy” rather than “normal”.

A. DIFFERENT KINDS OF FAMILIES

Divide the class into small groups. Read aloud a statement about families. Each group discusses the statement and votes true or false. Discuss each statement and clarify any misconceptions. Examples of statements might include the following:

- All families have the same number of people.
- Families can celebrate different holidays.
- All families live in a house.
- All families celebrate birthdays in the same way.
- Families change all the time.
- Even though family members fight, they still love each other.
- In all families, mothers and fathers work.
- Mothers and fathers always live together.
- Different families have different rules.
- All families have children.

Variation: Survey the class about the names they call their parents and grandparents. Write all the responses on the board, and discuss why some of the names are used. Students may share names in other languages as well.

[CCWR: 3.12/4.6]

B. FAMILY TRADITIONS

Students develop a brief presentation on a family tradition. It may be a cultural or ethnic tradition or merely something the family likes to do together. Remind students that families are similar but also have differences that make them special. Emphasize how traditions show that family members care about one another.

[CCWR: 4.6/4.7]

Teacher Tip: Emphasize responsibilities and privileges that are appropriate for the age of the students.

C. DO YOUR CHORES

Explain that everyone in a family has a job to do (**role**) and that family members depend on each other to do their jobs. Write **role** and **responsibility** on the board and define each term. Divide the class into small groups. Each group develops a list of jobs they are required to do at home and reports on those responsibilities. Give each student a diary or small calendar. For 2 weeks, students record on the calendar every time they perform family tasks (e.g., walk the dog, clean up, take out the trash) and record the date and time the task was performed. At the end of the 2 weeks, students write a brief summary of the tasks, including occasions when they did not perform their job and why. Discuss what students and family members can do to carry out their responsibilities.

Variation: Invite older students to talk about their responsibilities and what happens if they don't fulfill them. Students compare and discuss their current jobs with those of the older students.

Variation: Each student creates a job wheel. Provide each student with a large cardboard circle, a paper fastener, and a cardboard arrow. Students divide the circle into job sections (use various colors). Students spin the arrow to determine their job for the day. Jobs can be modified to reflect classroom and school-wide tasks or can be sent home to be completed with adult assistance. Be sure students allow for a day off!

[CCWR: 1.1/4.7]

D. WHAT IS A PRIVILEGE?

After discussing responsibility, introduce the idea that sometimes you get a reward because you have demonstrated that you are responsible. The reward may be a **privilege**, something new you can do or have because you have shown that you are mature and responsible. Write "privilege" on the board and explain that privileges are not gifts—they are earned and can be taken away. Ask students to provide examples of privileges they may have. Then divide the class into small groups, and assign each group 2 or 3 positive actions that illustrate responsible actions. Each group decides on an appropriate privilege related to the action. The teacher may create privilege cards to stimulate thinking, allowing students to select the best card, or students may create their own privilege cards.

SAMPLE POSITIVE ACTIONS

- You've come straight home from school every day.
- Your homework is done by 6 p.m.
- You've not fought with your sister all week.
- You've gone to bed without a fight all week.
- You've saved \$5 of your allowance.

[CCWR: 3.9/4.2]

FAMILY ROLES

Indicator 2.4-4: Explain different kinds of families and that all family members have rights, privileges, and responsibilities.

SAMPLE LEARNING ACTIVITIES: 3-4

A. THE SHAPE OF MY FAMILY

Prepare a worksheet that resembles a quilt, with each square of the quilt representing a different family member. Place the name of one family member (e.g., grandmother, brother, uncle) in each square. (There should be enough different family members to fill about 25 boxes.) Using a variety of colors, students color the appropriate squares that represent their family members. After completing the task, students circulate without talking, looking for a quilt similar to theirs. Relate the different quilts to the different kinds of families, and emphasize that all family members are important.

[CCWR: 3.15/4.6/4.7]

Mom	Dad	Aunt	Grandpa	Brother	Sister
Cousin	Grandma	Great-Grandma	Uncle	Stepbrother	Stepsister

Teacher Tip: The following activity asks students to think about family goals. Family goals may be as diverse as the students in the classroom. For some students, a family goal may be to learn to speak English, to get a job, or even to find a place to live. For other students, family goals may be centered on securing financial independence or purchasing a new car or home. Family goals may focus on religious or cultural issues or educational objectives. Emphasize that having a goal and working together to achieve it, whatever it may be, helps to keep families strong.

B. FAMILY GOALS

Ask students: “What is important to a family? Does your family have a goal?” Brainstorm and write family goals on the board. From the list, develop a worksheet (a sample appears below) that asks students to rate the importance of their family goals. Read each goal aloud. Students indicate (with a check) how important they think it is to their family. Students complete a second goal sheet with the help of family members.

Variation: On a sheet of white drawing paper, students draw a picture of their family and write several of their family goals. The pictures may illustrate the family achieving the goals. Combine the student illustrations to make a quilt and display it.

SAMPLE: FAMILY GOALS			
Goal	Very Important	Important	Not Important
Making more money			
Taking a vacation			
Learning a new job skill			
Spending more time at home			
Moving to a new home			

[CCWR: 4.1/4.7]

C. FAMILY CHANGE

Use a whip around, pass option activity to brainstorm ways families change. Changes can be positive or negative. Write student responses on the board. Divide the class into small groups, and assign each group 2 or 3 changes. Students discuss the changes and develop a chart such as the one below.

SAMPLE: FAMILY CHANGES		
Family Change	What Happens	How I Feel
Move	Get my own room	Great!
Move	Leave my friends	Sad

After each group presents its chart, develop a list of possible changes and reactions. Focus students on the following questions:

- Can you sometimes feel more than one feeling? Why?
- What can you do to feel better?
- Who will be there to support you?

[CCWR: 3.1/3.8/4.2]

D. FAMILY STRUCTURES

Ask for a definition of *family* and write the responses on the board. Explain that there are many different kinds of families. Use student volunteers to organize examples of family units as you describe them (e.g., students role play grandparents, siblings). Use props to make the simulations more vivid. Students compare and contrast the various family structures.

Variation: Divide the class into small groups and assign each group a family structure. Each group develops a skit involving their assigned family. Provide students with enough background information to start the skit.

Variation: Use children’s literature to study families throughout history. Two examples of books for this purpose are the *Little House on the Prairie Series* and the *Dear America Series*.

Variation: Students research family structures while studying a particular cultural/ethnic group and present their findings to the class.

Variation: Invite family members representing various cultural backgrounds to discuss family life, traditions, and structures.

[CCWR: 3.2/4.2/4.6]

E. PARENTING

Students interview a parent/guardian about the 10 most important things about being a parent. From the interviews, students develop a class list and prioritize the items. Students design and produce a pamphlet entitled “Ten Tips For Parents” or “Ten Tips for Raising a Child” and distribute the product at Parent’s Night or a PTA/PTO meeting.

[CCWR: 2.8/3.8/3.15]

Teacher Tip: Values should first be taught within the family structure. Whether or not that occurs, schools have an obligation to reinforce those core values that support the common good. Commonly recognized core values include civic responsibility, respect for the natural environment, respect for others, and respect for self. Any discussion of rights, privileges, and responsibility should focus on generally accepted moral and ethical values.

F RIGHTS - PRIVILEGES - RESPONSIBILITIES

Begin by asking: “Would you like to stay up all night? Would you like to be able to drive a car at age 10? Would you lie to eat anytime you want, anything you want?” Use the student responses to frame a discussion of **rights**, **privileges**, and **responsibilities** and write a definition of each term on the board. Ask: “Who decides what responsibilities you have? What about privileges?” Explain that privileges are earned while rights cannot be taken away. Put each word on a separate sheet of newsprint and brainstorm examples of each. Create a master list. Students discuss the list with their parents or another adult and write a summary of the discussion.

Variation: Write three headings on the board: “Rights”, “Privileges”, and “Responsibilities.” On index cards write examples of various rights, privileges, and responsibilities. Distribute several cards to each student. Each student places his/her cards under the correct headings and justifies the answer.

Variation: Students investigate children’s rights and laws that protect those rights (e.g., child labor laws, child abuse laws, mandated education). Why are these laws necessary? Compare them to similar laws in other countries.

[CCWR: 1.1/3.9/4.3]

STEREOTYPES

Indicator 2.4-5: *Discuss the influence of the media on the development of gender stereotypes.*

SAMPLE LEARNING ACTIVITIES: K-2

Teacher Tip: Use a classroom “job jar” to emphasize that males and females can do the same jobs. Do not foster stereotypes by asking for “strong men” to carry objects.

A. MY LINE OF WORK

Invite individuals who hold nontraditional jobs (e.g., a female carpenter, a stay-at-home dad, a female professional athlete, a male nurse) to describe his/her job and discuss why he/she made the career choice. After the session, students complete the following poem and illustrate it.

I CAN

I can dream

I can be

Anything at all.

I can...

Variation: Students visit a nontraditional work site and interview employees about their jobs.
[CCWR: 1.2/1.5/4.6]

B. TV FAMILIES

Show short video clips from several family-oriented television shows. Include shows that illustrate various kinds of families and families from different eras. After comparing the TV families and describing the family roles, students create a comparison/contrast map. Stimulate discussion with the following questions:

- Compare the mothers in each show. Do they act differently? Why?
- How do the parents and children dress?
- Do the parents and other adults work? What kind of work do they do?
- Compare your family with one of the television families.

[CCWR: 3.7/3.12/4.7]

Teacher Tip: Review class materials for gender bias. Many older textbooks and films perpetuate stereotyping. Select materials carefully to avoid sending students conflicting messages.

C. GENDER ASSUMPTIONS

Read aloud several statements, similar to the ones below. Students indicate if the statement is true or false (in writing or by a thumbs-up, thumbs-down signal). After all 10 statements are read, revisit each statement so students can defend their answers.

SAMPLE: GENDER ASSUMPTIONS

- Only women can do housework.
- Only men are doctors.
- Men can't cook.
- Both men and women can be lawyers.
- Women are better teachers.
- Men don't know how to take care of babies.
- Women can't be pilots.
- Only men should become professional athletes.
- Men don't cry.
- Women are too sensitive to be president.

[CCWR: 4.6/4.7]

STEREOTYPES

Indicator 2.4-5: *Discuss the influence of the media on the development of gender stereotypes.*

SAMPLE LEARNING ACTIVITIES: 3-4

Teacher Tip: Use examples from various media (e.g., TV, music, magazines) to illustrate examples of gender stereotyping. Connect these examples to other forms of stereotyping and discuss the potential problems associated with this kind of behavior. Integrate the concepts into lessons in social studies or world languages.

A. TV FAMILIES IN ACTION

Provide students and their parents with a list of television shows that illustrate various family configurations. Students watch one family television show. After viewing the show, each student writes a description of the television family (e.g., structure, characters, ages, gender, race/ethnic group). Students note where the television family lives and develop a summary of the issue or problem featured on the show. Identify the shows watched, then divide the class into groups by show. After discussing the important elements of the show, each group selects three words that describe the television family. Each group presents its ideas and observations, focusing on the three descriptive words.

Variation: Discuss how real families solve problems and compare the process with that used by television families.

Variation: Use the following questions to trigger discussion or journal writing: “What roles are played in the various TV families? Do any of the television parents hold nontraditional jobs? What problems do the TV families face? Did any of the families have the same problem but reach a different solution?”

[CCWR: 3.2/3.7]

B. THE MEDIA AND GENDER

Students keep a television log for one week. The log includes observations of shows, commercials, infomercials, and music videos. Students log the name of the show or product, note the time it is shown, and describe its portrayal of males and females. After one week, students share impressions of males and females on TV and respond to the following: “What messages were presented about being a man or a woman? Is the information real and accurate? Why or why not?”

Variation: Students examine magazine ads for evidence of stereotyping and respond to the following questions:

- What is the real message?
- What are they trying to sell?
- Is the product related to the person in the ad?

Variation: Share examples of stereotypes and have students locate examples in magazines or on television. Discuss myths and misconceptions regarding stereotypes and how they are harmful. Students identify examples of male and female role balance (e.g., women serving as police officers, men working at home or playing with children, male and female athletes) and answer the following: “Is it difficult to find balanced representations in the media? Why? How can stereotypes be eliminated?”

Variation: Students rewrite a biased or stereotypical television or print ad in unbiased style.

[CCWR: 4.6]

C. WHO DOES WHAT?

All family members have tasks or roles to help keep the family healthy. Brainstorm family tasks (e.g., cooking, cleaning, walking the dog, cleaning the toilet, changing diapers). Create a chart similar to the one below. Students complete the first column. The second column is completed with the help of the student’s parent/guardian. The final two columns are completed after the student has watched two different family television shows.

FAMILY TASKS			
Task/Role	Who in My Family	Who in TV Family	Who In TV Family
Wash dishes	Mom, dad, sister	Home Improvement mom	Brady Bunch maid

Students share their answers and discuss how the family size, culture, and structure influence how the tasks are accomplished. Students complete the activity by writing a brief essay entitled “Keeping Family Balance: We All Do Our Part.”

[CCWR: 3.2/4.6/4.7]

HUMAN DEVELOPMENT

Indicator 2.4-6: *Describe the significant developmental milestones of each stage of human development, with emphasis on the physical, emotional, and social changes of adolescence.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. STAGES OF GROWTH

Ask students: “How long does it take to become an adult?” Write the student responses on the board. Explain that everyone goes through the same stages to become an adult. Students create a chart that outlines the stages of growth, the ages at which they occur and important changes and events during each stage. Students share their charts and discuss any misconceptions.

STAGE OF GROWTH	AGES	CHANGES	EVENTS
Prenatal			
Infancy			
Toddler			
Child			
Adolescent			
Young Adult			
Adult			
Senior Citizen			

[CCWR: 3.5/3.8/3.12]

B. INTERVIEW

Each student interviews a senior citizen focusing on his/her eating habits, exercise and activity patterns, and self-image. The interview should focus on the elements of a healthy life. Students develop the information into a video or booklet entitled “Ten Tips for a Long, Healthy Life.”

Variation: Students interview a couple married 40 years or longer, focusing on factors that contribute to personal and marital health. Students videotape the interviews or compile the information, take photos of each couple, and develop a photo album.

[CCWR: 2.2/2.8/4.6]

C. ADVANTAGES OF..

Divide the class into three groups. One group represents children, one group represents teenagers, and the third group represents adults. Each group brainstorms the advantages and disadvantages of being the age of its assigned group and develops an ad campaign to promote the advantages. Students share the ads and discuss.

Variation: Students write an essay entitled “The Advantages of Being Me.”

[CCWR: 3.1/3.12/4.2]

D. LIFESPANS

Students research the life spans of various animals and compare them to the life span of human beings. What factors contribute to the similarities and the differences? Students compare the gestation periods, the social nature of the species, child-rearing responsibilities, and the roles of the male and female of the species and develop a graphic organizer outlining their ideas.

[CCWR: 2.6/2.7/3.5/3.12]

Teacher Tip: Sexuality is an important component of the physical, social, and emotional changes occurring during adolescence.

E. WHAT'S HAPPENING?

Students use a variety of print, media, and technological resources to complete a chart similar to the one below. Discuss the changes.

CHANGES OF ADOLESCENCE		
Changes	Early Adolescence	Mid-Adolescence
<ul style="list-style-type: none"> ■ Physical Changes ■ Intellectual Changes ■ Social and Emotional Changes <ul style="list-style-type: none"> ➤ Self ➤ Family ➤ Peers 		

[CCWR: 2.6/3.4/3.5/3.12]

F. PRESENTING IMAGES

Every person has unique *physical features*, *feelings*, and *talents*. Explain that during times of rapid growth, these three things change. Define each of the terms and brainstorm characteristics for each category. Each student selects at least three personal descriptors from each category of the master list and creates a collage that represents his/her personal image.

[CCWR: 2.8/3.15]



HUMAN DEVELOPMENT

Indicator 2.4-6: *Describe the significant developmental milestones of each stage of human development, with emphasis on the physical, emotional, and social changes of adolescence.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. OBSERVATIONS

Students observe a 12 to 15-month-old child and then observe a 4 to 5-year-old child. Based on their observations, students develop a comparison/contrast map (samples can be found in the appendix) focusing on the children's physical, social, and emotional similarities and differences. Students use the map and teacher-provided materials on child development (e.g., articles, textbooks, Web sites) to analyze their findings and write a summary of the experience.

[CCWR: 2.6/3.2/3.5/3.7]

B. LIFE STAGES

Students interview one person in each of six different life stages (toddler, child, teen, young adult, adult, senior citizen). The class develops a list of questions to be asked regardless of the person's age. Organize the interviews into a booklet, summarizing the similarities and differences. Include, if possible, pictures of the subjects. Sample questions might include:

- What is the best thing you've ever done?
- What do you think is the best age and why?
- What do you see in your future?
- What makes you happiest?
- What makes you angry?

[CCWR: 3.2/4.6]

Teacher Tip: The next activity involves high school peer educators. Encourage students to submit anonymous questions for the high school panelists. Be sure the panelists have sufficient time to prepare the questions.

C. TEEN PANEL

Invite a panel of high school students to address the physical, social, and emotional changes that occur during the transition from middle school to high school. The teens should focus on strategies to cope with peer pressure, parents, and the rapid changes that occur in body and mood. Students write a reaction to the presentation.

Variation: Invite a panel of senior citizens to speak about the significant events and milestones of their lives. The panel should stress ways to keep young at heart and healthy. Students plan a social event for the senior citizens, such as a dance or luncheon, to thank them for their participation.
[CCWR: 3.8/4.2/4.6]

Teacher Tip: One developmental milestone is becoming comfortable with being a man or a woman. Our attitudes are shaped by culture, the media, and role models.

D. BRIDGING THE GENERATION GAP

Students interview two adult family members or admired adults. The interviewees must be the same gender as the student. Students develop a written profile of the two subjects and share their impressions with classmates. Sample interview questions might include the following:

- Do you think males and females are raised differently? If yes, in what ways?
- Do you think you were treated differently because you were a male/female? How?
- How will my life be different than yours?
- If you could relive your life, what would you do differently?
- Which roles are most important in your life?
- What is one piece of advice you have for me?

Variation: Students write an essay describing the person(s) who have most influenced their development as a person and as a male or female.
[CCWR: 3.2/3.10/4.6]

E. BECAUSE

Create five large signs (“Agree,” “Disagree,” “Unsure,” “Strongly Disagree,” and “Strongly Agree”) and post in areas around the room. Begin the activity by reviewing the definitions of **sex**, **sexuality**, and **gender**. Read aloud the following statements:

- Because I am a male/female, I _____
- If I were a male/female, I would _____

For each statement, students write three responses (students should not identify themselves on the paper). Collect the responses and read them one at a time. As each response is read, students move to the sign (e.g., agree, disagree) that expresses their opinion about the statement. Students justify their answers and may change their position if they choose. Discuss how opinions and ideas develop.

[CCWR: 3.10/4.3/4.6]

ANATOMY AND PHYSIOLOGY

Indicator 2.4-7: *Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: N.J.A.C. 6:4-1.5(e) permits school districts to provide separate sessions on human sexuality for males and females as long as the course content for such separately conducted sessions is the same. There may be times when gender specific classes benefit student discussion and participation. However, an important part of sexuality education is developing sensitivity and comfort when dealing with sexual issues. Therefore, discussions of sexual issues should never be exclusively limited to same gender classes. Parent education and puberty education programs should involve both male and female students. Be sure to preview all materials prior to use.

A. MALE AND FEMALE REPRODUCTIVE SYSTEMS

Students read a booklet or pamphlet about puberty (e.g., *Kate's Story* or *Greg's Story* from the *Growing Up and Liking It* program) or view a video/videodisc (e.g., *Boy to Man*, *Girl to Woman*, *About Puberty*). Using the resources provided, students complete diagrams and word puzzles related to the male and female reproductive anatomy.

[CCWR: 2.5/3.4/3.5/3.12]

Teacher Tip: Young adolescents change at different rates according to highly individualized internal clocks controlled by the endocrine system. Growth in physical development, cognitive abilities, social skills, and emotional maturity does not occur at the same rate. When adolescents begin to show signs of physical growth, adults tend to expect them to exhibit more mature social and emotional behavior. Understanding the changes these young people are experiencing is but one small step towards helping them develop positive attitudes and alleviating their common concerns.

B. HORMONES

The word **hormone** comes from a Greek word *hormon* which means to stir up. Explain that hormones stir up changes in the body and cause the body to grow and change. Write the following vocabulary words on the board and define: **endocrine system**, **pituitary gland**, **hormones**, **ovaries**, **testicles**, **estrogen**, **progesterone**, and **testosterone**. Describe the major functions of the endocrine system using 3-D models and CD-ROM programs that illustrate the various changes. Students create a chart or web that illustrates the impact of the various hormones.

Variation: Explain the influence of hormones on feelings and mood swings. Students complete the following sentences and then share their responses.

- “Puberty is...”
- “Sometimes I feel...”

[CCWR: 2.5/3.8]

C. DOES IT HAPPEN TO EVERYONE?

Brainstorm the physical and emotional changes that occur at puberty. From the list develop a chart similar to the one below. Students identify if the change occurs in the male, the female, or in both. Discuss the results.

CHANGES AT PUBERTY			
ACTIVITY	MALE	FEMALE	BOTH
Hormone action increases			
Height and weight changes			
Voice gets lower			
Growth of body hair			
Breasts develop			
Sweat glands become very active			
Shoulders widen			
Reproductive organs begin to function			
Nocturnal emissions occur			
Menstruation begins			
Mood swings			
Girls and boys notice each other more			
Penis enlarges			
Sexual feelings begin			
Pregnancy becomes possible			
Increased feelings of independence			
Interests and friends may change			

[CCWR: 3.8/3.9/3.12]

D. AM I GOING THROUGH PUBERTY?

Prior to class, create a story that describes the changes that occur at puberty, clearly spelling out the changes occurring without giving away the gender of the character. For example, the speaker discusses new hair growth, growing, acne, body odor, sweating, and mood changes. After reading the story, students determine if the character is a male or female and justify their answer.

[CCWR: 3.15]

ANATOMY AND PHYSIOLOGY

Indicator 2.4-7: *Describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. ANATOMY ALPHABET

Divide the class into groups of 3 or 4 students with one person serving as recorder for the team. Each group brainstorms the names of various parts of the body and lists them in alphabetical order on a teacher-designed worksheet. Award one point for each body part listed that both males and females have, and award five points for every body part listed that only males have or only females have. The team with the most points wins. If slang words appear on the lists, help the teams replace them with the appropriate names. Review the lists by proceeding through the alphabet, calling upon each group to read its contributions aloud.

[CCWR: 3.2/3.9/4.2]

Teacher Tip: The following activity requires students to understand the biological aspects of conception and reproduction. Students need to know the definitions of specific terms (e.g., *sperm*, *ovum*, *zygote*, *gamete*, *fertilization*, *sexual intercourse*). Link this activity with lessons in life science to discuss cell division, chromosomes, and genetic processes.

B. NINE MONTHS TO A MIRACLE

Using diagrams and worksheets, students review the fertilization process. Next, students view a film such as *The Miracle of Life* (a PBS video) and review the accompanying book *A Child is Born*. After a discussion of the events portrayed in the film (conception to birth), students complete a “Five Facts I Have Learned” journal entry.

Variation: Using a video ultrasound, describe fetal developmental stages and discuss how gestational age is determined.

Variation: Use a CD-ROM, such as “*Nine Month Miracle*” to review male and female anatomy and explore human reproduction, conception, pregnancy, and birth. Students complete a K-W-L chart as part of the lesson (see appendix for sample chart).

[CCWR: 2.5/2.6/3.2]

C. TAKING CARE

Invite a genetic counselor or perinatal specialist to explain fetal development and discuss environmental influences (including the impact of alcohol, tobacco, and other drugs) on the developing fetus.

[CCWR: 3.12]

D. EVERYTHING YOU ALWAYS WANTED TO KNOW

Students write a letter to an imaginary sibling about to enter puberty. In the letter, students explain the process and offer tips to better prepare for the changes.

Variation: Students generate anonymous questions about puberty and place them in a question box. Students select a question from the box and answer the question, in letter format, to an imaginary young person. Students share the responses in small groups.

[CCWR: 3.15]

FEELINGS

Indicator 2.4-8: *Describe and discuss affection, love, commitment and sexual attraction and the difference between having sexual feelings and acting on them.*

SAMPLE LEARNING ACTIVITIES: 5-6
A. WHAT IS LOVE?

Ask students what it means to have a **relationship**. Write their responses on the board. Lead students to a working definition that includes a “bond” or a “connection.” Tell students that many relationships are built on love and there are many different kinds of **love**. Develop a brainstorming web using the word “love” as the central concept. Allow students ample time to fully contribute to the web and then ask the class to define love based on the responses. From the web it should be clear that students view love in many different ways. Next, write the following sentences on the board:

- I love my dog, Soupy.
- I love my parents.
- I love the new shoes I just got.
- I love pizza.
- I love to dance.
- I love my boyfriend/girlfriend.

Divide the class into small groups. Each group explains different kinds of love using the sentences as triggers. After discussing each, introduce the concept of **commitment**. Explain that when you really love something, you are willing to be committed to it. Ask: “Can you be committed to pizza? How about new shoes? How can you demonstrate commitment to your dog or your parent?” Reorganize the groups and assign each group an object of love (e.g., parents, pet, girlfriend/boyfriend, close friend). Students discuss actions that show evidence of commitment and share their ideas. Each student develops a one-page journal entry that describes someone whom he/she loves and what actions indicate his/her commitment.

[CCWR: 3.8/3.10]

Teacher Tip: Due to the many variations in developmental levels, especially physiological growth and social experiences, some students at this level may not be ready to discuss the full continuum of intimacy. However, middle school students are exposed to a wide array of social experiences from which to establish personal opinions. Students still need to discuss what behaviors are appropriate and safe for them at the stage where they are and begin to think of the “what ifs” that are inevitable as they move into adolescence and young adulthood.

B. SHOWING FEELINGS IN A PHYSICAL WAY

Create three columns on the board with these headings: “Family,” “Friends,” and “Girlfriend/Boyfriend.” Brainstorm ways in which middle school students show affection, and write each response in one of the three columns. Students discuss and defend the placements. (Intentionally place a few in inappropriate columns.) Discuss the following questions: “How do you show affection differently to each group of people? Why?” Next, define *physical intimacy* and place a continuum on the chalkboard similar to the one below.



The continuum represents the spectrum of behavior from a wave of the hand to actually having sexual intercourse. Create signs representing various activities along the continuum (wave, smile, hold hands, put arms around, hug, kiss, explore above waist, explore below waist, sexual intercourse). Post the signs around the room. Students move to the sign that reflects where they think middle school students (or students their age) should stop, and then they justify their position. Allow students to change their responses as discussion progresses. Next, students move to the spot that reflects where they think their parents would want them to stop. Once again, students justify their answers. Students conclude the activity by listing appropriate ways pre-teens can show affection and caring.

Variation: Students write an essay responding to the following questions and share excerpts from it as part of a point-counterpoint discussion.

- Does the school have rules about displays of affection?
- What are those rules? Why are they necessary?
- How do you feel when you see someone demonstrating “inappropriate affection” in a public place? Why?

[CCWR: 3.1/3.10/4.6]

C. HOW CAN I TELL IF I'M REALLY IN LOVE?

Show photos of individuals engaged in various daily activities. Ask students: “Can you tell by looking at these photos if the people are really in love? How? What do you look for?” Develop a set of questions to help students establish criteria for this judgment. Students defend their responses and complete the activity by writing a list of ten ways to tell if you are in love.

Variation: Students interview a parent or older adult about being in love. How did the person know he/she was in love? Were the feelings different as he/she grew older? What does love mean to them now? What did it mean when the person was a young teenager? Students summarize the responses and report to the class for discussion.

[CCWR: 3.2/3.9/3.12]

FEELINGS

Indicator 2.4-8: *Describe and discuss affection, love, commitment and sexual attraction and the difference between having sexual feelings and acting on them.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. IF YOU ARE IN LOVE

Solicit responses to this statement: “If you are in love, you...” Each student prioritizes his/her top fifteen answers. Divide the class into small groups, each with an equal number of males and females, to compare lists. Pose the following questions to each group: “Are there differences in response by gender? What are the differences? What are the similarities? What are the most common responses?” Groups discuss the similarities and differences and then share their observations with the entire class. To complete the activity, students select one statement and write an essay justifying their selection.

[CCWR: 3.2/3.8/4.2]

Teacher Tip: For the following activity, prescreen music selections for offensive language and inappropriate content. If you want to use a particular music selection to show contrast, discuss your idea with an administrator first to ensure district support for the approach.

B. IN LOVE WITH MUSIC

Students listen to several popular songs that focus on love, then answer the following questions: “What are the messages in the songs? Do the messages support a realistic image of love or are the images romanticized?” Explain that some of the images may even be negative or destructive. Each student selects a song, analyzes the messages, and describes the impact the song might have on young people forming ideas and establishing relationships.

Variation: Students focus on the image of love and romance on television shows or movies.

[CCWR: 3.2/3.7/3.12]

C. DEFINING LOVE

Divide the class into two groups. One group represents visitors from another planet and the other group represents inhabitants of Earth. The Earthlings must answer the visitors’ questions about love. (All the visitors know are the images of love they have seen in Earth satellite transmissions, which are mostly television shows.) The Earthlings must explain, in as simple terms as possible, what love is, how love is expressed, and the role of love in human life. Students may role-play, mime, or create illustrations to support their explanations. After the activity, ask both sides: “How difficult was it to define love? How hard was it to ask the right questions? How often was love confused with sex?”

[CCWR: 3.15/4.2]

Teacher Tip: Symbols of commitment may differ in various cultures and religions. Be familiar with these traditions, and invite parents and community members to discuss how commitment is viewed in their particular culture.

D. COMMITMENT

Many cultures have ceremonial expressions of *commitment*, such as the wedding ring. Ask students: “What outward signs of commitment are displayed by married couples?” After discussion, assign students to interview couples who have been married 5 years, 15 years, 30 years, and longer. From the interviews, students develop a definition and examples of commitment and share their ideas with classmates. After discussion, the class reexamines the definition of commitment.

[CCWR: 3.2/3.9]

Teacher Tip: Multiple factors affect a person’s overall response to sexual feelings. Many teenagers are surprised by the suddenness and intensity of those feelings. Emphasize how important it is to think about and make decisions in advance about sexual behavior. Knowing how to communicate feelings and express them in safe and appropriate ways are important skills.

E. WHY DO I FEEL THIS WAY?

Students research the impact of hormones on sexual feelings during adolescence and relate the emergence of these feelings to the physiological changes that are occurring. Small groups develop strategies to deal with these new sexual thoughts and images and to enhance their ability to make safe and appropriate choices regarding sexual feelings. Groups share examples of the strategies and rank them for potential effectiveness.

[CCWR: 3.1/3.4/3.5/3.12]

G. WHAT’S THE DIFFERENCE?

Discuss the difference between sex and love. Ask: “Do some people consider sex and love one and the same?” Allow time for discussion, then divide the class into groups. One group member serves as facilitator and another as recorder. Each group discusses one statement similar to the samples shown below. Allow students time to discuss the statement. The facilitators of each group participate in a panel discussion of the statements. Classmates comment on the proceedings. To conclude the activity, each student selects one statement, corrects/revises it, then justifies the changes. Sample statements might include the following:

- Sometimes when things are going well in a relationship, sex can help improve the relationship.
- Sexually attractive people look great, wear nice clothes, and are “sexy”.
- Can you be in love with love?
- Romance and love are more important than sex.
- Only children have crushes or infatuations.
- Adults fall in and out of love all the time.

[CCWR: 3.10]

RELATIONSHIPS

Indicator 2.4-9: *Discuss factors that support and sustain relationships such as friendships and marriage.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. THE ROOTS OF FRIENDSHIP

Provide students with a simple drawing of a tree with its roots extending below the ground. The tree represents friendship and the roots represent factors that support the relationship. Discuss how the roots provide support and nourishment for the tree. Students brainstorm factors that support friendship and enter them on the tree/roots drawing. Divide the class into small groups. Students compare their drawings with others and discuss those factors considered most important. Reconvene the class and create a master list of factors. Students create a bulletin board display entitled “The Roots of Friendship.”

[CCWR: 3.15]

Teacher Tip: Values are the beliefs and feelings about how important something or someone is to you. Values affect what you say and do, how you treat others, what you do with your spare time, and even what you buy and what you throw away. For more information on character education, check out the department’s Character Education Network at <http://www.state.nj.us/education>.

B. RELATIONSHIPS

Students list ten things they value, prioritize the list, then answer the following question about each item on their list: “Could this be harmful or destructive in any way to me or to anyone else?” Students reexamine their list and add or delete items. Compile a class list of the top three items on the student lists. Do students agree or disagree? Considering the class list, how might these elements impact friendships? How do values influence choosing and keeping friends?

Variation: Students complete the following chart on friendship and values and discuss in small groups.

RELATIONSHIPS	
List four values that are very important to you. 1. 2. 3. 4.	List four values that are not important to you. 1. 2. 3. 4.
Give two examples of friends’ actions that reflect your values. 1. 2.	Give two examples of friends’ actions that do not reflect your values. 1. 2.

Variation: In small groups, students use the following questions to trigger discussion.

1. Why is it important to associate with friends whose values are similar to yours?
2. How can you build relationships with individuals who share your values?
3. How can you relate to people whose values are different from yours?

[CCWR: 3.1/3.2/3.8]

C. BUILDING RELATIONSHIPS

Students participate in a carousel brainstorming activity focusing on keys to building a strong relationship. Create four large signs with one of the following headings and questions on each.

COMMITMENT How can you show commitment to a family member?
TIME TOGETHER What can you do to spend more time together as a family?
COMMUNICATION What can you do to improve communication in your family?
APPRECIATION How can you show your appreciation to family members?

Post one sign in each corner of the room. At each sign, place a large sheet of chart paper. Divide the class into four groups, and give each group a different colored marker. Groups circulate to each corner and answer the question posted on each sign. Groups should not repeat an answer already on a list. After all groups have contributed to the lists, discuss the responses and allow group members to explain their answers. Students then develop a personal action plan to address each area.

[CCWR: 3.2/3.9/3.13/4.1]

D. LIVING IN THE PAST

Students research family relationships in various historical periods and compare them to modern families. Students should focus on evidence of commitment, trust, and traditions that support and sustain the family relationships.

Variation: The Laura Ingalls Wilder books (e.g., *Little House on the Prairie*) offer students insight into a healthy marriage and family. Students read and analyze the characterization of a strong pioneer family and relate it to modern family life.

[CCWR: 3.2/3.12/4.7]

RELATIONSHIPS

Indicator 2.4-9: *Discuss factors that support and sustain relationships such as friendships and marriage.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. TRENDS IN MARRIAGE

Brainstorm how marriage has changed. Students investigate trends such as marrying later, two-career marriages, childless marriages, and having children later in life. Students make predictions about marriage based on these trends.

Variation: Students brainstorm reasons why people marry and reasons why people do not marry. Compare the lists.

Variation: Students compare marriage and “lifetime partnerships.” What are the similarities and differences? Why would individuals choose one over the other? What are the legal implications of each? [CCWR: 3.3/3.5/3.12/4.6]

B. WELL-ADJUSTED AND HEALTHY

Brainstorm what constitutes a well-adjusted and healthy marriage. List all the responses on the board. In a healthy relationship, partners:

- Agree on critical issues
- Share common interests
- Show affection and shared confidence
- Have few complaints
- Are not lonely or irritable

Divide the class into small groups. Provide each group with a description of an imaginary couple. Each group discusses whether the couple has a chance at a healthy relationship. Case studies should include couples with religious, economic, and educational issues. Be sure to include ethnic, racial, and cultural factors in the case studies. After discussing the imaginary couple, each group rates the potential for a healthy marriage on a scale of 1 to 10 (1= unlikely, 10= highly likely). Each group defends their position based on the information provided.

Variation: Divide the class into groups of four, preferably mixed gender groups. Provide each group with a different magazine article that focuses on finding the perfect mate or having the perfect marriage or relationship. After reading the article, each group considers the following questions: “Do the readers agree with the article? Is the information accurate? Does the article speak to the issues or was the title of the article misleading? Do the male readers look at the article the same way as the female readers?” After discussion, each group selects a spokesperson to summarize the article and present the viewpoints of the group.

[CCWR: 3.2/3.12/4.2]

C. MATURITY AND COMMITMENT

People entering into a long-term, committed relationship must display certain actions in order for the relationship to be healthy. Divide the class into small groups, and assign each group one of the following factors that contribute towards a healthy marriage or relationship. Each group discusses the factor and then develops examples of how that factor contributes to a healthy relationship. Each group develops several examples of the factor within the context of the relationship and then presents their ideas to the class. Use the ideas to develop a graphic organizer that can be used to generate further discussion. Participants in a healthy marriage/relationship must be able to:

- Give and receive.
- Compromise.
- Be flexible.
- Be responsible for his/her own feelings.
- Use all their abilities and skills to establish and maintain the relationship.
- Remain stable.
- Establish and meet goals and plans.
- Articulate his/her values.
- Meet his/her emotional needs in healthy ways.

[CCWR: 3.2/3.8/4.2]

D. FRIENDSHIP COUNTS

Students write a short story about friendship using the following statement as a trigger:

Friendship is born at the moment when one person says to another, "What, you too? I thought I was the only one."

The story should emphasize factors that sustain friendships and clearly illustrate situations that support the relationship. Students share their stories, vote on the best original story, and develop a screenplay for videotaping or dramatic presentation.

[CCWR: 3.15]

Teacher Tip: Marriage customs are often influenced by society as well as the economic conditions of the times. Having students examine marriage from various perspectives enables students to conceptualize what constitutes a healthy relationship.

E. MARRIAGE CUSTOMS

Students investigate the history of marriage (e.g., marriage by capture, purchase, arranged marriage, marriage for love) and related laws. Students address the following questions as part of the research:

- Why do laws regarding marriage differ from state to state?
- At what age can one get married?
- What are the legal requirements for marriage (e.g., license, blood tests)?

Variation: Students compare colonial customs with current customs. In Colonial America, girls were married by age 16. Students discuss factors that influenced the choice of an appropriate suitor. Are these factors different today?

[CCWR: 2.6/3.5/3.12]

PARENTHOOD

Indicator 2.4-10: *Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Some students may not be able to interview a parent/guardian regarding parenting skills. In such cases, students can interview a teacher, religious leader, or other adult who has responsibility for the care of children.

A. QUALITIES OF AN IDEAL PARENT

As students describe the ideal parent, write their ideas on the board. Students discuss the ideas and defend their answers. Next, students create an ad for an ideal parent. Each student develops the ad, citing the characteristics he/she feels are most important. Students share their ads with classmates.

Variation: Using the ads developed in the previous activity, would a teen parent qualify to be an ideal parent? Why or why not?

Variation: Students write a job description for a parent based on real-life activities. Students may need to interview a number of parents to accumulate information for the job description. After the job descriptions are developed, students answer the following questions:

- Does this sound like a job you would want? Why or why not?
- What are the advantages and disadvantages?
- What kind of training is required to become a parent? Should training be required?

[CCWR: 3.15/4.7]

B. HOW PARENTS LEARN

Brainstorm how parents learn to be parents (e.g., television, their own parents, books, observing others, baby-sitting, courses, trial and error). Each student interviews a parent/guardian focusing on how the individual learned parenting skills. After the interview, students share ideas with the class.

Variation: Invite a parenting or child-care instructor to discuss effective parenting.

[CCWR: 3.2/3.12/4.7]

C. SAYING WHAT YOU MEAN

Provide students with a list of famous parental sayings. (*Parade Magazine* is a good source for these quotes.) In small groups, students analyze the sayings and then discuss them as part of the entire class. Sample sayings appear below.

FAMOUS PARENTAL SAYINGS

- When I was your age...
- If your friends all jumped off a bridge, would you jump too?
- If I talked to my father like that...
- Back in my day...
- Why can't you be more like your brother/sister?
- Turn down that music!
- You are incredibly lazy!
- I don't care what everyone else says—I'm the boss and you'll do what I say!

Variation: Ask students: “What do parents and kids talk about?” Students develop examples of the most common parent-child conversations and role-play examples of the interactions, playing both parts. Students discuss playing both roles.

[CCWR: 3.9/4.6/4.7]

D. PLANNING FOR PARENTHOOD

Ask students: “How can a teen parent provide for a baby?” Students compile a list of all equipment, furnishings, diapers, clothing, and related items needed in a baby's first year. Divide the class into several small groups to comparison shop for the items and report to the class on their findings. Using the information, students write an essay describing the difficulties a teen parent might encounter.

Variation: Students develop an outline of their typical day. Next, students observe infants and toddlers in a day-care setting, noting the kinds of activities and the times they occur. Based on those observations, students compare their own schedules with that of the children observed in day care. Students note the conflicts and potential problems and respond to the following: “If you were a teen parent, how would you care for your child? What problems might you encounter? How would a child impact your education? your social life? your friendships? How would a child impact your parents? brothers and sisters?”

[CCWR: 3.1/3.2/3.8/3.12]

PARENTHOOD

Indicator 2.4-10: *Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Setting limits is one way to teach children to make responsible decisions. Emphasize that an important developmental task is to develop independence. Students need to understand the need for limits as they grow and mature and anticipate that some conflict with parents and other authority figures may occur as they strive to become self-reliant, young adults. Limits must not be viewed as punishment; rather, limits provide young people with room to grow.

A. SETTING LIMITS

Brainstorm limits placed on student behavior. Follow the discussion by asking students what are the consequences when limits or boundaries are broken. Use the following example to illustrate setting limits.

Ask for two volunteers. Attach a very long leash or rope around the waist of one of the volunteers. Hand the other student the end of the cord. Ask the holder to wind the extra cord around his/her arm until the two students are very close together. Tell students that this is how parents view their children when they are small. Parents keep a tight leash on their child to keep him/her safe. Now have the students extend the leash a little bit. Ask students if they remember the first time they were allowed to ride their bike out of the neighborhood. Explain that parents constantly release some of the “leash” as their child grows older and makes good decisions. Have the student release a little more rope. (The child is more mature.) As children get older, their parents may allow them to go to parties. What happens if the child breaks curfew? (The rope becomes tighter again.) This is one way parents try to set limits and at the same time allow their children to grow up and demonstrate safe behavior. After the demonstration, students write a journal entry describing a time when their parent/guardian set limits. Students should address the following questions in the entry:

- Were the limits fair?
- What behaviors prompted your parent’s decision to increase or decrease the limits?
- Have your limits changes in the last year? Why or why not? What could you do to increase the likelihood of increased limits?

[CCWR: 3.2/3.10]

B. KNOW THE CONSEQUENCES

When children break rules, there are consequences. Divide the class into small groups. Give each group a parent-child scenario, similar to the ones below. Using the “Effective Parents Checklist,” each group analyzes the situation and suggests ways the parent might handle the situation.

EFFECTIVE PARENTS CHECKLIST

Effective Parents:

- Act quickly and consistently.
- Distinguish between the behavior and the child.
- Ignore minor infractions and save the fireworks for real problems.
- Praise positive behavior.
- Are friendly, fair and firm.
- Give choices, when appropriate.
- Are a positive role model.

Scenario #1: I WANT IT!

A mother and her 4 year-old child are in a store. The child has a popular toy in his/her hands and is screaming “I want it!”

Scenario #2: AFTER HOURS

A 12 year-old wants to go to a party that will last until midnight. The teen’s curfew is now 10 p.m.

Scenario #3: IT WASN’T MY FAULT!

A 14 year-old brings home a report card with a failing grade.

Scenario #4: JUST BECAUSE MY BROTHER DID...

A 13 year-old wants to attend a rock concert with some friends. The teen’s older brother was just arrested at a local concert for underage drinking.

Scenario #5: THE BIGGER THE BETTER...NOT!

A 7 year-old wants the largest candy bar at the checkout counter. The child begins screaming “You hit me!” in hopes that the parent will just buy the candy to shut him/her up.

[CCWR: 3.1/3.9/3.13]

C. TEEN PREGNANCY

Parenthood requires physical and emotional maturity as well as some financial stability. Pose the following discussion questions:

- Are teens ready to be parents? Why or why not?
- What solutions do you suggest to reduce the number of teen pregnancies?

Students research local, state, and national data and other information regarding teen pregnancy. While conducting the research, students should think critically, carefully weighing the pros and cons, biases, opinions, and facts found in the resources. Discuss the previously posed questions.

[CCWR: 2.5/2.6/3.5/3.12]

D. FATHERS ARE PARENTS TOO

Pose the following question: “Are the options different for teen fathers as compared to the options available for teen mothers?” After students have discussed the options, explain that there are a number of legal, moral, and ethical issues regarding teen parenthood that need to be explored. Students investigate these issues and in addition, address the following questions as part of their research: “What does the law say about the responsibility of teen fathers? Are the legal responsibilities different for men over 21 who father children with young or teenage girls?” Students develop a summary of their findings and share with classmates.

Variation: Invite a social worker or healthcare provider to discuss teen parenting issues from the male viewpoint.

[CCWR: 2.5/2.6/3.5/3.12]

E. SETTING GOALS

Ask the class: “How many of you have big plans for the next few years of your life?” Instruct students to write at least four goals and plans for the next two months (e.g., going to a concert, making the baseball team). After students have completed listing their goals, ask them to look at each goal and describe how it might change if (1) he/she got married; (2) he/she became pregnant or a father-to-be and (3) he/she became a parent. Repeat the activity using long-term goals (five or more years ahead.) Students list 10 strategies that will help them achieve their goals.

[CCWR: 3.1/3.12/4.1]

F. WHY A PARENT?

Ask: “If you were old enough to drive and could purchase a new car, how would you decide what car to buy? What process would you use to make such an important purchase?” After writing the ideas on the board, explain that young people seem to have good ideas about such a purchase but don’t always think about things so clearly when deciding to have sexual intercourse or have a child. In small groups, students consider the following questions: “What factors should be considered before deciding to have a baby? Why do people choose to have a child?” Reconvene the class and compare the male and female responses. Students complete the activity by writing a response to the following question in a journal entry: “How does choosing to be a parent (rather than just letting it happen) impact a couple’s adjustment to parenting?”

[CCWR: 3.1/3.10/3.12]

G. PRENATAL CARE

Divide the class into small groups. Each group researches one of the following factors that impact prenatal human development and presents a brief oral report to the class. Students should include information specific to adolescent mothers.

PRENATAL CARE RESEARCH TOPICS

- | | | |
|---|--|---|
| ■ Exercise | ■ Nutrition/Diet of mother | ■ Safety issues |
| ■ Prenatal classes | ■ Parenting programs | ■ Age of the mother |
| ■ General health of the mother | ■ Genetic or hereditary health conditions | ■ Environmental impact on fetal development |
| ■ Use of alcohol, tobacco, and other drugs during pregnancy | ■ Diagnostic procedures to determine the health of mother and baby | ■ Protection from STDs and HIV infection |

[CCWR: 2.4/2.6/2.7/2.8/3.5/3.15]

H. MEETING HUMAN NEEDS

Explain that parents play an important part in our development as human beings. Everyone has certain human needs that must be met in order for that person to be successful. Introduce Maslow's Hierarchy of Human Needs and describe each section. Divide the class into groups for each section to list ways parents help their children meet the basic human needs. Reconvene the class and identify other influences that may help meet the needs. Students develop a large chart or bulletin board display that describes ways basic human needs are met.

Variation: Students summarize Maslow's Hierarchy in a pamphlet or flyer and produce it for distribution to parents in the community.

[CCWR: 3.2/3.9/3.12/4.2]

I. WHAT IF...

Each student responds to the following “what if” questions as if he/she were a teenage parent. After students have written their responses, divide the class into small groups to discuss each situation. Students complete the activity by writing an essay or short story about being a teen parent using the “what if” situations as triggers.

TEEN PARENTING: WHAT IF...

- You had a baby of your own to care for now?
- Your baby was sick a lot?
- You had to find someone to baby-sit every time you left the house?
- You had to quit all sports and after-school activities to take care of your baby?
- Your baby cried all night four nights in a row?
- You were trying to go to school and take care of the baby at the same time?
- Your baby needed medicine and you couldn't afford a doctor?
- You had to share your room with the baby?
- You couldn't get a job because you have no one to take care of the baby?
- You couldn't go on the school trip because you couldn't take the baby?
- You had to spend your allowance on baby food and diapers?

[CCWR: 3.3/3.12]

Teacher Tip: The next activity is a simulation that allows students to experience the responsibility involved in the care of an infant. Emphasize that being accountable for a child is a 24 hour job.

J. BUNDLE OF JOY PROJECT

For one week, students assume responsibility for a “sack of flour” or “Bundle of Joy.” As part of this simulation each student must:

- Keep the baby warm and dry and protect it from mishap.
- Know where the baby is at all times.
- Take the baby wherever he/she goes unless a babysitter is available. Students must make sure the caregiver treats the bag baby like a real baby.
- Bring the baby to school every day, and be responsible for it throughout the day.
- Keep a daily log of the baby project experiences.
- Set the alarm clock to awaken at 12:00 a.m., 3:00 a.m., and 6:30 a.m. just for one night.

In a well-developed essay, students summarize what they learned from this assignment. Students begin the essay with a short statement of what they learned from this project. In the remainder of the paper, students discuss their experiences as a “parent.” Important issues include the following:

- What was the hardest part of being a parent?
- What was the best part of being a parent?
- What qualities and lifestyle do you need to be a good parent?
- What qualities and characteristics do you need and expect from a spouse?
- When would you know that you are ready to be a parent?
- Do you plan to be a parent someday? Why or why not?
- If you were a parent today, what adjectives would you use to describe your parenting style?
- How do you think you will differ or replicate the parenting behavior of your parents?

[CCWR: 3.6/3.7/3.9/3.13/3.14]

SEXUAL ACTIVITY

Indicator 2.4-11: *Discuss the impact of early sexual activity on physical, emotional, and social health.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Young people rarely set out to behave in a life-threatening manner. Instead, they tend to make a series of choices that culminate in risky behaviors. In order to reduce the likelihood of these behaviors, students need to examine a number of realistic situations and develop the skills to deal with the situations that arise. Waiting until the situation occurs may be too late.

A. MATURITY

Write the following statement on the board:

You are physically able to have children years before you should have children.

Students interpret the statement and discuss how it relates to the physical, social, and emotional changes of puberty. Divide the class into three groups, and assign each group one of the following statements. Each group discusses how its statement relates to early sexual activity and shares its ideas with the class.

- A mature person is responsible.
- A mature person is independent.
- A mature person knows what his/her most important goals are and works to reach them.

[CCWR: 3.8/3.12]

B. RISKS AND REWARDS

Write the words **risk** and **reward** on the board to form two columns (leave room for a third column later). Brainstorm a definition for each and solicit examples. Pose the following questions:

- Are there degrees of risk? Explain.
- How many of you would take little risks? Why?
- How many of you like to take bigger risks? Why?
- What makes a risk worth taking?

Explain that a piece of the puzzle is missing: **consequences**. Ask students to define the term. (Add it as a third column on the board.) After the class works together to analyze several risky situations, divide the class into small groups. Each group analyzes one situation and presents its ideas to the class for discussion. Sample situations might include:

- A middle school student goes to a party with high school students.
- A middle school student dates a person more than two years older.
- A middle school student invites his/her girlfriend/boyfriend over when parents aren't home.

[CCWR: 3.2/4.2]

C. THINKING ABOUT SEX

Each student lists three reasons he/she thinks teenagers might choose to have sex. On the same sheet of paper, students list three things teens need to think about before making that choice. Collect the anonymous lists and read the responses aloud. Develop a class list for both categories and discuss. Conclude by having students write a journal entry entitled: "Things to Think About Before Having Sex".

[CCWR: 3.8/3.10]

SEXUAL ACTIVITY

Indicator 2.4-11: *Discuss the impact of early sexual activity on physical, emotional, and social health.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. SIGNS OF PREGNANCY

Brainstorm the signs and symptoms of pregnancy. Explain that companies spend a lot of money advertising home pregnancy tests. Ask students: "Are the tests accurate? How might you determine if the tests are accurate?" Bring in the package inserts from several home pregnancy tests and allow students to read the directions and warnings. After a brief discussion, ask students: "What other tests are available to determine if a woman is pregnant? Why is it important for a woman to know as soon as possible? What decisions might a woman need to make after learning she is pregnant? Are those decisions different for teenagers?"

[CCWR: 3.2/3.3/3.9]

B. ADVANTAGE/DISADVANTAGE

This activity requires students to decide if there are advantages and disadvantages to early sexual activity. Divide the class into small groups, and give each group a chart like the one below. After completing the chart, groups compare the results and discuss.

IMPACT	ADVANTAGES	DISADVANTAGES
Social		
Emotional		
Economic		
Physical		
Psychological		
Educational		

Variation: Invite high school peer leaders to facilitate each group's discussion.
[CCWR: 3.2/3.8/4.2]

C. WHY?

Write the following statements on the board:

- Approximately one million teenagers become pregnant each year.
- Sexually transmitted diseases are prevalent amongst teenagers.
- Pregnancy is the leading cause of dropping out of school for both males and females.

Ask students the following questions and note their responses on the board:

- Why do teens continue to get pregnant and/or contract an STD?
- What factors contribute to the incidence of teen pregnancy in this country?
- Are the same factors responsible for the incidence of HIV/AIDS? STDs?

There are numerous factors that contribute to the incidence of teen pregnancy and STDs. Three things can be addressed through education. These include:

- Lack of knowledge about prevention
- Peer pressure
- Poor decision making skills

Divide the class into three groups. Each group develops a plan for teens to address one of the three factors noted above. The plans should include creative strategies to reduce the incidence of pregnancy, HIV infection, and STDs. Students conduct research about teen pregnancy, HIV, and STD prevention, looking at programs and methods that work. Each group presents its completed plan to the class. Students conclude the activity with a journal entry addressing a personal plan for prevention.

Variation: Students research other factors that contribute to the incidence of teen pregnancy, sexually transmitted diseases, and HIV infection (e.g., poverty, culture, low self-esteem). Considering these factors, what can students do to reduce the incidence?

[CCWR: 3.2/3.3/3.12]

Teacher Tip: Students at this grade level may have already been pregnant or are already parenting. In some cases, the student's pregnancy may not have been disclosed to other students and school staff. Reinforce ground rules regarding confidentiality. Remind students of the "no-names" rule and encourage students to respect the privacy of others when developing case studies and stories.

D. WHAT ARE MY OPTIONS?

Students write a story about a pregnant teen and include information about pregnancy and parenting options (e.g., adoption, abortion, single parenting, marriage). The story should provide factual information about each option and include reactions from the character's friends and family. The pregnant teen in the story must select an option and discuss, within the context of the story, the ramifications of her decision. Students share their stories.

Variation: Students write the story from the teen father's perspective.

Variation: In teams, students develop a colorful, eye-catching poster that reflects the changes in social activity, physical health, and emotional health as a result of teen pregnancy.

[CCWR: 3.15]

E. CREATIVE CRISIS

Teams of two create a crisis situation involving STDs, HIV, or pregnancy, then exchange situations with another team (teams do not solve their own situation). Each team focuses the problem and develops strategies or role-plays the scenario and presents to the class.

SAMPLE SCENARIOS

- A teen is distressed by the fact that he/she has an STD.
- A teen develops symptoms of an STD.
- A teen becomes upset when his/her friends won't "hang out" anymore because he/she has a sexual reputation.
- A teen tells a previous sexual partner that he/she may be infected with HIV.
- A teen tells his/her parents that he/she is sexually active.

[CCWR: 3.1/3.13]

F. HOW LIFE HAS CHANGED

In small groups, students write a skit that illustrates how a young person's life has changed as a result of teen pregnancy. Be sure one group focuses on teen fathering issues and another on the grandparent perspective. Students stage and perform their skits for the entire class.

[CCWR: 3.15]

G. COMPARING SEXUAL BEHAVIOR

Students research adolescent sexual behavior in other countries and seek answers to the following question: “Why is there a difference in the incidence of teen pregnancies?” Compare HIV and STD statistics. Students hypothesize why there are differences and discuss. Students consider who is in the best position to do something about these problems in the United States and brainstorm the names of such organizations and individuals. Divide the class into small groups, and assign each group one of the organizations or individuals cited on the list. Each group develops a list of strategies the organization or individual could initiate to help reduce the number of teen pregnancies or cases of HIV/AIDS. Each group selects the top three ideas and presents them to the class. The class votes on which plan is the best one. Students write a letter to the organization suggesting implementation of the strategy.

[CCWR: 3.1/3.10]

Teacher Tip: The following activity can be modified to examine why teenagers have sexual intercourse. It can also be used to establish a context for sexual intimacy within mature relationships and compare that to the reasons why teenagers participate in sexual activity. Another approach might compare the reasons why adolescent males and females participate in sexual intercourse.

H. WHY DO PEOPLE HAVE SEX?

Provide students with a list of reasons why individuals have sexual intercourse (see sample below). Students indicate if the reason is a mature, responsible reason or an immature, irresponsible one and defend their answers.

REASONS INDIVIDUALS HAVE SEX		
	MATURE	IMMATURE
To get even with someone		
To prove he is a man/she is a woman		
To keep a boyfriend or girlfriend		
To have a baby		
To relieve stress		
To do something or relieve boredom		
To find out what it's like		
To express love and commitment		
To feel needed		
To experience closeness with one's partner		
To prove love for another		
To defy parents		

[CCWR: 3.1/3.10]

ABSTINENCE AND CONTRACEPTION

Indicator 2.4-12: *Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.*

SAMPLE LEARNING ACTIVITIES: 5-6

A. DEFINING ABSTINENCE

Define **abstinence** in general terms. Each student selects one thing in his/her life to give up for a one-week period. Students can refrain from watching television, not eat a particular food, or not play a particular game or sport for the entire one-week period. During that time, students keep a diary of their feelings and attitudes about being “abstinent.” After the week is up, students meet in small groups and share their feelings and discoveries. Pose the following questions to the entire class:

- How hard was it to abstain for the entire week?
- Did it get more or less difficult as the week went by? Explain.
- Did friends or family members try to tempt you during the time period?
- How did you handle the pressure?

[CCWR: 3.6/3.7/3.14]

Teacher Tip: The following lesson works best when presented by peer educators. One peer leader portrays the character in the scenario while other peer leaders assist students with follow-up activities.

B. PEER PRESSURE

A peer educator reads the following monologue to the class:

“I’m at my first real party. The lights are low, the chaperones are upstairs watching TV, and the party-goers want to play a game. I was afraid this was going to happen. I’ve heard about some of these games. But I really want to be invited to more parties, so let’s see what happens. Well, the game begins and just as I thought, guys and girls are pairing off and going into a closet to play the game. Actually, they go into the closet and take off some of their clothes while they are making out. Well, not only do I feel weird about taking off my clothes, I’m not real experienced in the making out department. Did I hear someone call my name? Where can I hide? I really don’t want to do this but...”

Peer educators discuss the scenario with small groups of students, using the following questions to frame discussion:

- What is happening in the story?

- Why did the character go to the party?
- What is the role of peer pressure?
- Why does the character feel uncomfortable?
- How can the character say no to the game and save face with his/her friends?

After discussion, each group creates a role-play ending for the scenario that illustrates strategies to say no. Each group performs its role-play and the class votes on the best ending.

Variation: Students write a conclusion to the story that illustrates ways to make a positive health decision.

[CCWR: 3.15/4.2/4.8]

Teacher Tip: The following activity addresses ways to reduce one's risk of HIV infection. Be sure to discuss risks involved with body piercing and tattoos as well as potential exposure to other infectious diseases such as Hepatitis B.

C. REDUCING THE RISK OF HIV

In small groups, students brainstorm ways that HIV can be transmitted and create a chart or web. For each method of transmission, students list three ways to reduce one's risk of exposure to HIV. A sample chart appears below. Groups share their charts/webs and discuss.

[CCWR: 3.8/5.9]

REDUCING THE RISK OF HIV/AIDS	
MODE OF TRANSMISSION	WAYS TO REDUCE RISK
Body Fluids <ul style="list-style-type: none"> ■ Blood ■ Semen ■ Vaginal Secretions 	<ul style="list-style-type: none"> ■ Don't touch anyone else's blood. ■ Wear protective equipment such as latex gloves. ■ Be abstinent. ■ Use a condom.
Injecting drug use	<ul style="list-style-type: none"> ■ Don't use drugs. ■ Don't share needles and syringes.
Maternal (mother to baby during pregnancy)	<ul style="list-style-type: none"> ■ Be tested for HIV prior to pregnancy. ■ Take medications prescribed for HIV positive mothers during pregnancy.

Teacher Tip: Use the most recent statistics to demonstrate to students that not all teenagers engage in risky sexual behavior. According to the CDC, a 1997 survey of over 16,000 students nationwide showed that a lower proportion of high school students (46%) are engaging in risky sexual behavior than in 1991 (52%). However, about 3 million sexually transmitted diseases occur annually among teenagers and up to one million teens become pregnant. While the overall teen pregnancy rates have showed a decline, the number of students who report ever having had intercourse increases significantly with age and grade in school. Youth Risk Behavior Survey (YRBS) data indicate that 9% of high school students report having had sexual intercourse before age 13. Students often believe that becoming sexually active is an expected part of adolescent behavior when in fact, statistics indicate that about 50% of high school students have not engaged in such behaviors (Ozer, et.al, 1998, p. 26).

D. MAKING YOUR OWN DECISIONS

Ask students if they have ever used the “everyone else is doing it” excuse for something. Proceed by asking students to guess how many high school age students report not having sexual intercourse. Tell students to imagine what the world would be like if everyone in the world was exactly alike. In small groups, students address the following questions:

- What are some of the advantages of living in this kind of situation? What are the disadvantages?
- Would you rather live in a world as a member of one big group or as an individual? Why?
- How does being an individual affect your decisions to participate in sexual activity?

Conclude the activity by having the class discuss the impact of peer pressure on decisions to have sexual intercourse or to participate in risky sexual behavior.

[CCWR: 3.2/3.3/3.10/3.13]

ABSTINENCE AND CONTRACEPTION

Indicator 2.4-12: *Develop strategies to support sexual abstinence, and compare and contrast methods of contraception used to reduce the risk of sexually transmitted diseases, HIV, and unintended pregnancy.*

SAMPLE LEARNING ACTIVITIES: 7-8

Teacher Tip: Be sure students understand the definition of sexual activity. Recent studies and events demonstrate a wide range of definitions based on age, gender, culture, religion, and background. Be consistent.

A. ABSTINENCE

Students write an essay supporting sexual abstinence as a personal choice. The student must support the position with reasons and statistics.

Variation: Students design a bookmark supporting an abstinence message. The bookmarks can be donated to the school library.

Variation: Students develop a poster or bulletin board display supporting the benefits of abstinence. [CCWR: 2.6/3.5/3.15]

B. WHO TAKES RESPONSIBILITY?

Ask students: “Who has the responsibility to take action to prevent a pregnancy or STD?” Allow students a few minutes to debate the issue, then provide each student with a chart similar to the one below. As you read each statement, students indicate on the chart who they believe has responsibility for the action. After students have made their choices, discuss the responses. Students write a brief paragraph “I will take responsibility because...”

WHO TAKES RESPONSIBILITY?				
ACTION	MALE	FEMALE	BOTH	NEITHER
Who starts discussion about whether or not to have sex?				
Who decides whether or not to abstain?				
Who gets information on contraception?				
Who plans ahead and have condoms available?				
Who pays for condoms?				
Who initiates a discussion of one's sexual history?				
Who decides whether to abstain from intercourse because a condom is not available?				
Who gets information on STDs and HIV?				

[CCWR: 3.13]

C. PARENT TALK

Students write a dialogue in which a teen talks to his/her parent(s) about the possibility of having sexual intercourse soon. Students develop the script, plan the production, and videotape the performance.

Variation: Each student interviews a parent or other adult and compares responses with classmates. Interview questions might include:

- What are the strongest reasons not to have sexual intercourse as a teenager?
- How should teenagers show affection?
- When is it right to have sexual intercourse?
- What messages did your parents give to you about sex?

Students consider factors that may have contributed to the parental responses (e.g., age, religion, culture, gender), develop a written summary of the interview, and share the information with classmates.

[CCWR: 2.8/2.9/3.15]

Teacher Tip: The next activity reinforces the concept that behaviors place one at risk. Emphasize throughout that students must take responsibility for their own behavior.

D. RISK CONTINUUM

Prior to class, prepare four sheets of 8"x 11" construction paper. Label one, "No Risk", one "Low Risk", one "Medium Risk" and one "High Risk". Post the papers on the board to create a continuum. Label large index cards with a wide spectrum of behaviors (e.g., kissing on the lips, deep kissing, shaking hands, attending school with a person with HIV, sharing a soda with a friend, caring for a person with HIV, having unprotected sex, having a sexual partner who injects drugs). Distribute the cards to the class. Students place their cards along the continuum and justify the placement. Clarify any misconceptions and move behavior cards appropriately. Ask students to think about their own behavior now and to quietly think about where they may be in relation to the continuum at the end of five years.

[CCWR: 3.2/3.10/4.3]

Teacher Tip: For the next activity, provide information on a variety of risk reduction/contraceptive methods, including abstinence. Include charts, pamphlets, sample products, and product directions.

E. WHAT'S THE DIFFERENCE?

Divide the class into small groups, and assign each group a different method of contraception/risk reduction to investigate. Each group develops a pamphlet, poster, or chart about the method. Reconfigure the groups so each method is represented in a group. Using a modified jigsaw approach, students teach other group members about the method, using the materials developed in the first group.

Variation: In small groups, students investigate a number of contraceptives and risk reduction methods. Students consider the following questions during their research:

- Are some methods not appropriate or safe for young people? Why?
- What factors need to be considered when choosing a method?
- Will these factors change as one gets older?
- What are some of the legal, ethical, cultural, or religious issues surrounding this particular method?

Students create a chart comparing the reliability, cost, accessibility, and convenience of the methods and indicate on the chart whether the method prevents pregnancy, STDs/HIV, or both. Have students share the results of the research and create a class resource booklet or poster.

[CCWR: 2.6/3.5/3.12]

Teacher Tip: Use high school peer educators as mentors. Peer educators can help groups develop role-plays and facilitate the discussion of the results.

F. SAFE AND UNSAFE SITUATIONS

Begin the class by posing the following: “How many of you have found yourself in a situation where you felt just a bit uneasy? Maybe you went someplace you weren’t supposed to go or you followed the crowd to a place that made you nervous. Most teens find themselves in similar situations as they become more independent. What places or situations might be considered unsafe?” (See samples below.) After the introductory discussion, divide the class into small groups, and assign each group a situation. Students develop a role-play illustrating ways to handle such situations and present it to the class.

SAMPLE SITUATIONS: BEING SAFE

- **Situation #1:** A 13-year old goes on date with 19-year old.
- **Situation #2:** A 12-year old goes to an unchaperoned high school party.
- **Situation #3:** A 14-year old joins a gang; the initiation involves having sexual intercourse.
- **Situation #4:** A 13-year old drinks alcohol with a group of older kids he/she doesn’t know very well.
- **Situation #5:** A 14-year old is asked to work late and alone with the assistant manager, who offers him/her a ride home.

Variation: Invite a panel of high school peer educators to talk about difficult situations they have faced and how they handled them.

Variation: Students interview a parent or adult about safe and unsafe settings for adolescents. What rules should parents establish? What safeguards should be in place in case a teen needs assistance? [CCWR: 3.2/3.15/4.2/5.8]

Teacher Tip: Be sure to consider the cultural and religious issues that will arise in the following activities. Emphasize ground rules for discussion and allow all viewpoints an opportunity to be heard.

G. REASONS NOT TO HAVE SEX

Students list all the reasons teens should not have sexual intercourse. Using the listed reasons, students design a personal support system—a list of family, friends, religious leaders, and supportive adults—who will help the student resist having sexual intercourse until he/she is physically and emotionally mature.

Variation: Students list and discuss the advantages and disadvantages of postponing sexual intercourse through high school, through college, and until marriage. [CCWR: 3.9/4.7]

H. BEING ASSERTIVE

Pose the following question: “How many times has someone tried to persuade you to do something and you almost did it?” Give students examples of persuasive techniques used to sell products. Explain that these same kinds of “lines” can be used to persuade you to participate in sexual activity when you are not ready. Students must be prepared to resist the sell. Divide the class into groups of four, and give each group a situation. Two students respond to the situation via role-play while the other two students observe the interaction and record their observations on a checklist. The observers provide feedback and then switch roles for a second situation. Sample situations and a checklist appear below.

SAMPLE SITUATIONS: BE ASSERTIVE

- Going back to an empty house with a date.
- Being pressured to drink a few beers to loosen up for sex.
- Stopping along a lonely road for some “peace and quiet”.
- Being told you’re not a man until you’ve had sex.
- Being pressured to have sex since “you can’t get pregnant the first time”.
- Feeling pressured to have sexual intercourse because your date paid for dinner and a movie.
- Going to a party of older teenagers and feeling like you have to have sex to fit in.

ASSERTIVE COMMUNICATION CHECKLIST

CRITERIA	GREAT	GOOD	FAIR
You state your case clearly and firmly.			
You do not allow yourself to be made to feel guilty.			
You do not respond to verbal threats.			
Your body gestures, facial expressions, and movement reflect verbal meaning.			
You are firm and self-assured.			
You make eye contact.			
You move away from the subject as you restate and affirm your position.			
You do not allow the subject to touch you.			
You don’t fall for false sympathy.			
You are in charge of your destiny.			

Variation: Ask students: “How do you respond to a line? How can you tell if a person is just being nice because he/she wants to have sexual intercourse? How can you distinguish between myths and facts? (e.g., you can’t get pregnant the first time you have intercourse, you won’t get an STD if you have sex in the shower).” Students interview a parent or trusted adult about lines they may have heard when they were a teenager. Students discuss ways to how to handle such situations and contribute one suggestion to a class list that is developed into a poster or pamphlet.
[CCWR: 3.2/3.4/3.15/4.8]

I. BEING RESPONSIBLE

Divide the class into all male and all female groups. Each group develops two sets of guidelines for being sexually responsible, one for males and one for females, and shares their guidelines with the rest of the class. Students compare the two sets of guidelines and develop a new set of guidelines entitled “Teens: Take Responsibility!”
[CCWR: 3.15/4.6]

SEX AND THE MEDIA

Indicator 2.4-13: *Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.*

SAMPLE LEARNING ACTIVITIES: 5-6

Teacher Tip: Gender roles and stereotypes impact personal relationships, shape the assumptions of educators, and support the designers of advertising campaigns. Be familiar with gender research as you address this issue.

A. LOOKING AT GENDER ROLES

Introduce the lesson by asking students if there are some things that only girls can do. When the boys begin to object, ask the same question in reverse. Tell students they are going to think about the way they see themselves as males and females. Provide students with a worksheet similar to the one below. Students place a check in the column that reflects their opinion about things males and females do. After students have completed the worksheet, students discuss and debate the responses.

LOOKING AT GENDER ROLES			
ACTIVITY	MALES	FEMALES	BOTH
Cook			
Kiss mom			
Back out of a fight			
Join an opposite gender club or team			
Play with a doll			
Baby-sit			
Sing in public			
Play baseball			
Dance			
Get in a fist-fight			
Have long hair			
Wear an earring			
Wash dishes			
Kiss father			
Climb a tree			
Cry			
Wear jewelry			
Take ballet lessons			
Join a rock band			
Clean the house			
Pump gas			
Invite a person on a date			
Change a diaper			

Variation: Pose the following questions for discussion:

- What would be different about your life if you were born a male/female?
- How would you be treated differently?
- Where would you learn how to act masculine or feminine?
- Would there be advantages to being the other gender? Explain.
- Would there be disadvantages to being the other gender? Explain.
- Students write, in a journal entry, how their lives might be different if they were born the opposite gender.

[CCWR: 3.2/4.6/4.7]

B. THINKING POSITIVE

Divide the class into same-gender groups. Each group brainstorms a list of words describing the opposite gender. Next, divide the class into mixed-gender groups to share their lists and compare them.

Groups identify words appearing on both the male and female lists. Students answer: “Why did some traits or characteristics appear on both lists? Do any of the listed traits stereotype the gender? Why?” [CCWR: 4.6]

C. SEXUALITY SELLS

Students locate magazine and newspaper ads that use sexuality to sell a product. Select a few ads that clearly use a sexual message to sell a totally unrelated product (e.g., jeans, beer). Each student presents an ad and explains what effect the message may have on teens and younger children. Students discuss what effect the ads have on decisions to purchase particular products.

Variation: Students write a letter to a company that uses sexuality to sell its products. The letter should encourage the company to stop using sexuality in its ads. Students brainstorm a rationale and supporting arguments for the letter. Display the letters and any responses.

Variation: Students select an ad that utilizes sexuality to sell a product. Students revise it to create a new ad for the same product without using sexuality as a marketing tool. Students prepare the new ad using computer graphics or drawings and display it. Provide students with specific criteria to rate each ad.

[CCWR: 1.12/2.8/3.12/3.15]

SEX AND THE MEDIA

Indicator 2.4-13: *Analyze sexual messages, images, and stereotypes presented in the media and discuss their impact on sexual behavior.*

SAMPLE LEARNING ACTIVITIES: 7-8

A. MIXED MESSAGES

Begin this activity by asking the following questions: “How many of you have younger brothers or sisters? Do they ask a lot of questions? Have they ever asked you a question you couldn’t answer? Have they ever asked you an embarrassing question or asked a question in a not-so-private place?” After a brief discussion, explain that children are naturally curious. Provide the following example and involve students in solving the problem:

- You are baby-sitting for your little brother or sister and a “sexy” TV show comes on. What do you do? Turn it off? Watch it anyway? Distract the kid?

Discuss the situation and then divide the class into small groups to process additional situations similar to the ones listed below. Each group presents its analysis and a solution.

SAMPLE SITUATIONS: MIXED MESSAGES

- You are shopping in a drugstore. Your little brother drags you to the condom display and starts asking questions in a really loud voice.
- Your little sister empties her Halloween treat bag and an unused condom is among the candy bars. Your sister opens it and asks what it is.
- Your cousin wants to know why people like to kiss each other. He thinks it's disgusting!
- Your little brother's friend wants to know if he can watch an R-rated movie at your house because his parents won't let him see sex on TV.
- You baby-sit for a child that constantly uses inappropriate language.
- Your little sister wants you to explain why there are underwear ads on TV.
- Your little brother wants to know what "feminine hygiene" is.
- Your friend tells a "dirty" joke. You laugh but your mom hears the joke and wants to talk about "it" later.

Variation: Groups develop role-plays for the above situations and present them to the class.
[CCWR: 3.1/3.15]

B. MOVE IT AND SELL IT

Each student interviews three people—a parent, a grandparent, and a teenager—about messages presented in the media. Students discuss the interviews and compare responses. Interview questions to consider:

- What is your opinion about how the media uses sexuality to sell products?
- Which ads particularly target teens? older adults?
- What suggestions do you have to alleviate this problem?
- Would you (or do you) buy a product that is advertised using sexual messages? Why?

[CCWR: 1.12/3.13]

C. LOOKING AT ADS

Students collect magazine and newspaper ads (or record television or radio ads) focusing on messages about abstinence and contraceptive use. Students share the ads and discuss the following questions:

- What is the message?
- Who is the target audience?
- Is the information accurate? Why or why not?

[CCWR: 1.12/3.8]

D. MEDIA STEREOTYPES

Select a number of television shows or movies that perpetuate certain stereotypes (e.g., the dumb blonde; the gay hairdresser; the stupid, athletic male; a street-smart African American youth). Students watch excerpts from each show, identify the stereotype, and discuss the connection to the story (if there is a connection). Ask students: “What role does the character play in the story? Is the characterization critical to the film or just included for a certain effect?” Students write a brief essay about how stereotypes influence bias, discrimination, and intolerance, using examples from the films to support the arguments.

Variation: Students compare “politically correct” terms with traditional references. Brainstorm as many politically correct terms as possible and write them on the board. Students match the terms with an equivalent but no longer acceptable term (e.g., “handicapped” vs. “physically challenged,” “short” vs. “vertically challenged,” “congressman” vs. “congressperson”). Does politically correct language open doors? Does such language contribute to confusion about roles and stereotypes? Why do people think these terms are necessary?

[CCWR: 3.7/4.6]

PERSONALITY DEVELOPMENT

Indicator 2.4-14: *Discuss theoretical models of human personality development.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Students need to understand the major theories of personality development. The following activity may be most effective for students who have completed an elective course in human behavior or psychology. Advanced students may choose this activity as part of an independent study or enrichment program.

A. THE CORNERS OF YOUR MIND

Review several theories of personality development (e.g., psychoanalysis, humanistic psychology, behaviorism, cognitive psychology). Designate one section of the room for each model. Each student decides which model of personality development best explains his/her own personality development and stands in the area that represents that theory. Students in each section share why they chose the theory.

[CCWR: 3.10/3.12]

B. WHAT IS “NORMAL”?

What is *normal*? Many teens ask that question. This activity gives students an opportunity to look at the wide spectrum of normal and realize that the definition of normal is relative to the time in history and culture. Ask students to write on a piece of paper the name of a person in history whom they admire. Then ask: “Was the person generally considered normal by most people during his or her

lifetime? Would the character be considered normal today?” Students justify their position and definition of normal.

Variation: Divide the class into small groups and assign each group a situation similar to the ones below. Groups present their situations and ideas for input from the class. Based on the discussion, students define **normal** and discuss **healthy** as a possible alternative term. Use the following questions to frame the group discussion:

- What would you do in the situation?
- What would you consider a normal reaction in the situation? Why?
- Can something be considered normal in one situation and not-so-normal in another?
- Who defines normal? Do different groups have different perceptions of normal? Why?
- Who defines healthy? Can someone be healthy and normal? Are the terms mutually exclusive or do they include some of the same characteristics?

SAMPLE SITUATIONS

- Your girlfriend or boyfriend has been sexually involved with someone else while dating you.
- Your doctor tells you you are HIV positive.
- As you are about to graduate from high school, you learn that family finances will make it impossible for you to attend college.
- You find yourself the victim of flagrant prejudice because of your race, ethnic background, or religion.
- You are deliberately misled by someone you consider a good friend.
- As a young woman, you are discouraged from going to college by your parents on the grounds that “a nice girl should stay home and get married.”
- You are a member of the basketball team and your English teacher keeps making disparaging remarks about “jocks.” This teacher has been known to be very subjective when grading essays and writing assignments.
- You are paralyzed from the neck down after a car accident.
- You return home to find your house burned to the ground.

[CCWR: 3.2/3.13]

C. COMING OF AGE

Students research “coming of age” in different cultures and countries and research the following question: “What factors contribute to the development of adolescence and adulthood in the United States that are different from those in other countries?” Students present their findings to the class.

Variation: Students compare and contrast their own personal development with that of a student from another culture or country. Each student develops a chart or graphic to present his/her findings to the class.

[CCWR: 2.6/2.8/3.5]

D. WHO AM I?

Each student creates an anonymous collage describing his/her attributes and interests. Display the collages around the room. Classmates try to identify the person based on the collage. Discuss the following: “How many students have similar interests? What does clothing say about who we are? What are “first impressions”? How do they color our contacts with new people?”

[CCWR: 1.3/4.6]

Teacher Tip: More recent versions of Gardner’s theories include an additional intelligence. Use the most recent research when developing this activity.

E. TYPES OF INTELLIGENCE

Divide the class into seven groups, and assign each group one of the seven types of intelligence as described by Howard Gardner. Each group develops a presentation describing one type of intelligence and provides examples of it (e.g., students assigned bodily-kinesthetic intelligence might perform a dance). Students discuss how individuals may develop the intelligences and the impact of this theory on education and learning.

Variation: List the seven categories on the board and brainstorm associated activities. Students answer the following questions:

- What type of intelligence do you have the most of?
- What type of intelligence do you think you have the most of?
- If you were to ask your parents what type of intelligence you have the most of, what would they say?
- Is there a difference in the two answers? If so, why?
- What determines the amount of intelligence you possess for each of the different types of intelligence?
- What can you do to enhance each of the seven types of intelligence?

Variation: Make one large sign for each of the seven categories and place them around the room. Students decide which type of intelligence they think is their primary one, then their next two strengths. Students move to the sign that represents their first type of intelligence. Pose the following questions as students move to their second and third selections: “Are the same people in your group? Has anyone stayed together for all three changes? Were you surprised at some of the people in your group? Why?” Reconvene the class and discuss how the various types balance one another.

Variation: Students design a company that employs only seven people, one person for each of Gardner’s seven intelligences. Students select a product or service for the company and write a job description for each employee, focusing on the best job for his/her talents.

[CCWR: 2.6/3.5/3.15]

Teacher Tip: People say there is a lot of pressure to have sex or use drugs. However, it is often difficult for people to pinpoint a time when the actual peer pressure took place. Peer pressure can occur in subtle and insidious ways and may be magnified by the way an individual internalizes actions observed or conversations overheard. Students need to recognize that “peer pressure” often becomes “self-pressure.” When students become more aware of their beliefs and automatic thoughts, they begin to have more control over their personality and behavior.

F TALKING TO YOURSELF IS HEALTHY

Write the words *internal dialogue* on the board and brainstorm definitions. Explain that when problems occur, people often talk to themselves about what happened, why it happened, and what might be done about it. Explain that while these thoughts often go unnoticed, they have a profound effect on how people feel and act. Stress the connection between what students think and how they feel. Provide a sample monologue similar to the ones below to illustrate the point.

SAMPLE MONOLOGUES

Monologue #1

Sam is looking in the mirror at his new haircut. He is thinking to himself:
“Man, like I can’t believe that haircut I just got. The barber practically scalped me! I’m almost bald! How can I go to school like this? Everyone is going to laugh at me and it’s going to take months for my hair to look good again.”

Monologue #2

Susan is sitting on the bench during physical education class. She is thinking to herself:
“I can’t believe that Julie didn’t pick me to be on her team today. I always pick her first. She picked Annie and she doesn’t even like her. I’m supposed to be her best friend and she just left me sitting here looking like a fool.”

Monologue #3

Greg is sitting in his room, thinking to himself:
“Why didn’t John invite me to his party? He’s in two of my classes and we always hang out together at school. He must not like me because all my other friends got invited. Now everyone is talking about the party, and I’m going to have to tell them I wasn’t invited. This is so embarrassing! Everyone will think I’m a loser! They’re probably right.”

Monologue #4

Shanelle is riding the bus home from school. She is thinking to herself:
“I can’t believe someone stole my jacket at lunch today. What am I going to tell Mom? She’s going to kill me! That jacket was so expensive, and I begged her to buy it for me. I told her I would take such good care of it. Now it’s gone. She’s never going to trust me again. She’ll probably stop buying me nice things. I’m so stupid!”

Next, students develop their own examples of internal dialogue. Divide the class into pairs to share their examples.

[CCWR: 3.2/3.10/4.3/4.7]

Teacher Tip: Before introducing a lesson on feelings, thoughts, and behavior, develop a shared vocabulary and an “emotional scale” that students can use to assist in communicating about emotions and the intensity of those emotions.

G. FEELINGS, THOUGHTS AND EMOTIONS

Begin the class with an out-of-character statement addressing the class. For example, you might chastise the class (“I am sick and tired of your lousy efforts. If you cannot do better on the next test I will insist that you withdraw from class.”) or offer gratuitous praise (“Your class is the best part of my day. You’re the best students in the school”). Some students will realize immediately that this is a put-on while others may become bewildered or even angry. Ask students to record on a piece of paper how your diatribe made them feel and the intensity of their feelings, rated on a scale of 1 to 10 (1 = mild, 10 = intense). Discuss the responses and record on the board. Note the variety of emotions and intensity levels. Ask students: “Have you ever been in a situation where you noticed that other people had very different feelings from yours? What do you think was going on? Why do you think you felt differently?” Stress that many people think that feelings come directly from the occurrence (the yelling teacher), but it is really the individual’s beliefs or thoughts that impact your emotions and behavior.

Variation: Create scenarios where the character or characters experience the same situation but respond with different emotions. In small groups, students describe the situation and the emotions that the characters experience and the internal dialogue that occurs. Groups share their ideas about the situations.

Variation: Tell the class to close their eyes and imagine that you are the coach and you’re yelling at them. Say something like this: “I’m sick of telling you to knock it off! Every day it’s the same thing. You come here and mess around. It’s clear that you’re not taking this seriously! Well, we are here to win and if you are going to continue to drag us down, then I want you off the team!” Students open their eyes and discuss how they felt when the coach “brought them down.” Students write on a piece of paper the emotion felt and the intensity of that emotion. Encourage students to report both the type of feeling (e.g., sadness, embarrassment, fear) and the intensity (1 to 10, with 10 representing the most intense). Record some of the different feelings on the board, and draw attention to the fact that not all students felt the same way about the situation. Acknowledge the variations and ask what distinguishes those who felt one way from the others. If anyone makes the point that our thoughts or interpretations affect our feelings, emphasize this point.

[CCWR: 3.10/3.13/4.4/4.7]

Teacher Tip: Instruction is most effective when it is directly related to the day-to-day experiences of students. The following activity uses anonymous problems submitted by students. Teachers should request problems from the students, in advance, and then take a day or two to screen, review, and organize the problems before presentation.

H. PROBLEM POOL

Begin this session by brainstorming a list of common teenage problems (e.g., fighting with siblings, being blamed for something you did not do, not being allowed to use the car). Ask each student to

write on an index card at least one problem, major or minor, he/she has experienced in the last two or three weeks. Distribute the anonymous problem cards to the class. Using the problem on the card, each student writes the inner dialogue for the person and responds to the following questions: “What emotions did the person feel? How intense were they? What other feelings might have occurred?” Students share the inner dialogues and discuss with classmates.

[CCWR: 3.13]

I. MAKING THE BEST OF IT

Write the following Chinese proverb on the board: *You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building a nest in your hair.* Ask students what they think this proverb means. After discussion, divide the class into two even groups. One group is known as the “OK’s” and the other is known as the “Miserables.” Provide each group with a number of situations (see samples below) to discuss and analyze according to their philosophy of life.

SAMPLE SITUATIONS

- The boss is sarcastic at coffee break.
- You applied for a job advancement but the company restructured the department to save money and your job was eliminated.
- Your boyfriend or girlfriend does not call you back.
- You failed a test.
- You wrecked your new car when you were driving recklessly.
- You were up for an award but your best friend got it instead.

The OKs believe that even if something bad happens, it is still possible to have an OK day while the Miserables believe that every little thing causes them to have a rotten day. The OKs and the Miserables alternate presenting their perspectives on the situations. As the groups make their presentations, focus the discussion on the following: “Where do negative thoughts come from? Are they presented on television? in movies or music? from friends, family, or coworkers? Are negative thoughts a problem? Why?”

Variation: Students write an essay discussing the meaning of the Chinese proverb.

Variation: Students write a new proverb or saying about positive thinking and explain its meaning in everyday life.

[CCWR: 1.1/3.2/3.9/3.12]

Teacher Tip: Many behavior change models focus on the individual’s motivation to change existing unhealthy practices and initiate healthy behaviors. Having an understanding of motivational theory will assist students to recognize what motivates them to participate in safe and healthy activities.

J. YOU'RE THE EXPERT IN MOTIVATION

Ask students: "What motivates individuals to work harder or try something new?" Divide the class into small groups, and assign each group one of the following case studies. Allow plenty of time for groups to review and discuss their case.

Groups present their situation through role-play, a creative story, or character interviews and classmates discuss each presentation. Students complete the activity by writing "Ten Tips to Motivate Me."

SAMPLE CASE STUDIES: MOTIVATION

Case 1: Sally comes to work late every morning. Because other office staff depend on her to assign their work, her lateness holds up the functioning of several people. Sally received a raise just six months ago. She has been a good worker for three years in the office. You are Sally's supervisor and you want her to arrive on time. What do you say to her to motivate her to return to her previous work habits?

Case 2: Harry is a salesclerk in the sports department of the store where you are a personnel counselor. You received a complaint from the billing office that Harry's charge slips have been incorrect, causing losses for the store. Harry was accused by a customer of not paying any attention when asked questions about bicycles. In fact, the head of the sports department took over when Harry simply disappeared from the floor and ignored the customer. You are talking to Harry about his performance and hope to retain him, because he's been a very productive employee for six years.

Case 3: You are a news editor on a daily afternoon paper with six reporters assigned to you. They range from retirement age to a very new graduate of journalism school. All six are bright and quick to locate news sources and to write their material when given assignments. In the past few weeks, however, the oldest member of your staff has failed to find time to cover assignments and has not produced even reasonably good stories on his own. He is near retirement but would like to continue to free-lance for other publications after he retires in 18 months. In the meantime, he has been most valuable to you and has been helpful in training new people. The new reporter, a bright young woman named Jill, has also suddenly become uninterested in following up assignments and has turned in very sloppy copy. Although she fit in very well when she started with the paper just over a year ago, her production has decreased so much that you are left with only four of your six regular reporters to handle all the work. Are these problems related? What happened to their drive and interest? What approaches do you make to motivate their renewed efforts?

Variation: Divide the class into small groups and assign each group all three scenarios. As groups present their ideas, focus on the following questions: "Did the groups arrive at the same solution or recommendation? What are some different ways to motivate people? Do different circumstances require different treatment?"

Variation: Invite a personnel director or a counselor to view the presentations and offer comment on the proposed solutions. The speaker can address legal issues that might impede certain approaches suggested by the students.

Variation: As students discuss these cases and recommendations, have them consider whether their ideas were based on preconceived ideas or stereotypes of how workers ought to be treated and what people are really like in the jobs described. Ask students to respond to the following questions: “Lacking more specific data, for example, do you fall back on a stereotypical picture of the aging reporter as perhaps drinking too much, or the young woman reporter as being put down by her colleagues? Do you sometimes make motivational decisions in real life as much on the basis of stereotypes as on the basis of obtainable data? Do you tend to put people into typical roles and thus treat a person as a role and not as an individual?” Allow sufficient time for discussion and debate of these issues.

[CCWR: 1.2/3.1/3.3/3.13/4.6]

K. WISDOM THROUGH THE AGES

This activity focuses on the connection between thoughts and emotions using the words of many great writers and philosophers. Show a quotation (see samples below) on an overhead transparency or read the statement to the class. Volunteers restate the quotation in their own words and explain it.

WISDOM THROUGH THE AGES	
Plato	<i>When the mind is thinking, it is talking to itself.</i>
Shakespeare (Hamlet)	<i>There's nothing either good or bad but thinking makes it so.</i>
Epictetus	<i>People are disturbed not by things, but by the view they take of them.</i>
Bible	<i>As a man thinketh so is he.</i>
Ralph Waldo Emerson	<i>Man becomes what he thinks about all day long.</i>
William James	<i>Beliefs create the actual fact. The greatest discovery of my life was that human beings could alter their lives by altering their attitudes of mind.</i>
Buddha	<i>All that we are is the result of what we have thought.</i>
Carl Jung	<i>It all depends on how we look at things, and not how they are in themselves.</i>
Thoreau	<i>Public opinion is a weak tyrant compared with our own private opinion.</i>
	<i>What a man thinks of himself, that is which determines his fate.</i>
Charles Dickens	<i>Reflect upon your present blessings of which every man has many not on your past misfortunes, of which all men have some.</i>
Benjamin Franklin	<i>While we may not be able to control all that happens to us, we can control what happens inside us.</i>
Cicero	<i>Men decide many more problems by hate, love, lust, rage, sorrow, joy, hope, fear, illusion, or some similar emotion, then by reason (veritate) or authority or any legal standards, or legal precedents, or law.</i>

[CCWR: 3.3/3.10]

HUMAN DEVELOPMENT

Indicator 2.4-15: *Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: As an individual develops emotionally, socially, and sexually, the terms *sex* and *sexuality* take on different meanings. The purpose of the next activity is to define sex and sexuality and to encourage participants to incorporate a broad definition of sexuality. Sexuality includes all our attitudes, beliefs, and behaviors related to being male or female.

A. SEX AND SEXUALITY

Write *sex* and *sexuality* on the blackboard and brainstorm possible meanings. Having a clear understanding of the distinction will help students cope with sexual pressures and assist them to make healthy sexual choices. Explain that four aspects of one's personality influence one's sexuality. Students brainstorm to create a web or chart to relate the four dimensions of sexuality (*biological, psychological, cultural, and ethical*). After students have an understanding of these dimensions, divide the class into eight groups and assign each group a life stage: ages birth to 3; 4 to 8; 9 to 11; 12 to 18; 19 to 30; 31 to 45; 45 to 64; and 65 plus. Using the four dimensions, each group describes the role of sexuality during the assigned age span. Groups develop a chart or other visual aid and present their findings to the class.

Variation: On newsprint or handouts, list words that describe the reproductive organs. Small groups draw diagrams of male and female reproductive organs using the words and compare the anatomy and functioning of the organs prepuberty, after puberty, at menopause/middle age, and late in life.

Variation: Students research the role of hormones (e.g., estrogen, progesterone, testosterone). Next, divide the class into three groups to create a chart or visual aid on the effects of these hormones on human growth and development, sexual identity, and sexual desire.

[CCWR: 3.2/3.8/3.12]

Teacher Tip: Individuals may have different perceptions as to what constitutes “sex.” For some individuals, sex refers only to heterosexual, vaginal intercourse. Be sure you and your students are speaking the same language when you discuss sex.

B. SEXUALITY THROUGH THE LIFE SPAN

This activity requires teens to look at how sexuality develops and changes throughout the life span. Ask students what comes to mind when someone says the word “sex.” Relate the responses to the idea that in today's society, sex usually refers to sexual intercourse. Explain that people are bombarded by messages of a sexual nature. Young people may internalize these messages from the envi-

ronment and feel pressured to experience sexual intercourse as an affirmation of their sexuality. Tell students they can broaden their understanding of sexuality by examining ways humans express their sexuality throughout the life span. Divide the class into three groups to address one of the following questions:

- What questions do young children ask about sex?
- What play activities do young children create to find out about their sexuality?
- Can you remember anything you were curious about regarding sexuality when you were a child? What was it? How old were you?

Distribute to each student a handout that outlines the stages of sexuality. Each student considers the following questions as he/she studies the handout:

- What stage are you in? How does sexuality in the stage you are in compare with sexuality in other stages of the life span?
- How is sexuality in childhood similar to sexuality in old age? How is it different?
- What could parents do when raising children that would help the children develop positive attitudes about sexuality?
- What aspects of human sexuality might be the same or different if a person were gay, lesbian, bisexual, or transgender?

After sufficient discussion, students develop a journal entry discussing the following statement: *Sex is more than intercourse.*

[CCWR: 3.8/3.9/4.6]

C. HUMAN DEVELOPMENT THROUGHOUT THE LIFE CYCLE

Draw a line on newsprint or the blackboard similar to the one below.



Prompt students to think about how a human being progresses through the life span. Ask students: “What does it take to become a healthy, sexually-functioning adult; that is, someone who is capable of enjoying a mature sexual relationship and of making responsible decisions about sexual behavior? How can an individual maintain that life style into later adulthood? What must take place from infancy to adolescence?” Brainstorm the major developmental tasks (listed below). Individuals must:

- Possess a basic identity as a male or female.
- Learn how to act like a male or female—however one’s culture defines these behaviors.
- Develop a sexual attraction.
- Develop a willingness to share oneself with another person in a loving, intimate relationship.
- Acquire some basic information about how to give and receive sexual pleasure and how to conceive and not conceive.

How does a child, an adolescent, or an adult accomplish these tasks? Lead the discussion to the following key points:

- By watching how adults behave
- By responding to inner urges for genital pleasure (leads to sexual responsiveness)
- By exploring and experimenting with others of a similar age
- By observing the media

Variation: Focus the discussion on the developmental tasks of adolescence. Ask students: “What must happen from adolescence to adulthood?” Explain that adolescence is probably one of the most difficult stages for both parents and children. Ask: “What issues do children grapple with as they begin the transition from childhood to adulthood?” Research identifies certain developmental tasks, things that must happen along the way in order for growth to occur. List the following words on the board:

Independence

Identity

Intimacy

Integrity

Intellect

Divide the class into five groups to research one developmental task. Each group develops a graphic organizer, chart, or frequently asked question (FAQ) sheet that describes the developmental task. Groups present their materials as they engage the class in a discussion of the various developmental tasks.

Variation: Students interview individuals from at least three different life stages. The interview focuses on the person’s likes and dislikes, self-image, goals, and aspirations. Students develop the interviews into a booklet, accompanied by a collage, pictures, or a video of the individual. Students share the booklets and discuss the individual’s responses to the interview questions. Students discuss the following: “Are the responses predictable by age or gender? What factors may have influenced the responses? Were you surprised at any of the answers?”

Variation: Students research the development of gender identity and how the awareness of one’s sexual orientation develops during adolescence. As part of the research, students list potential adolescent concerns about gender development and identify support groups and community resources to help address the concerns.

[CCWR: 3.1/3.2/3.12/4.2]

D. MYTH OR FACT

Create a list of myths and facts about sexuality (see sample list that follows). Post a large “MYTH” sign on one side of the room and a large “FACT” sign on the other side of the room. As you read a statement, students move to the side of the room they feel best represents the statement. After each move, allow time for discussion. Permit students to move if another student offers a convincing argument.

MYTH or FACT: SEXUALITY

- Old people don't have sexual intercourse.
- Most teens are sexually active.
- Males need to have sexual intercourse more than females.
- You can't get pregnant the first time you have intercourse.
- You can choose your sexual orientation.
- Having sexual intercourse will make a relationship stronger.
- Teens who are virgins are probably gay or lesbian.
- There are medications available that enable a man to have an erection at age 80 or beyond.
- Humans are sexual beings from birth.
- Women don't enjoy sexual activity.

[CCWR: 3.10/4.4/4.5]



RELATIONSHIPS

Indicator 2.4-16: *Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.*

SAMPLE LEARNING ACTIVITIES: 9-12

A. IS THIS REALLY LOVE?

For this activity, create three signs (“AGREE”, “DISAGREE”, and “NOT SURE”) and post in corners of the room. Write on the board, “If you’re in love, you...” and brainstorm endings to the statement. Divide the class into small groups. Give each group five minutes to develop a definition of love. Students share the definitions and then list the different kinds of **love** (e.g., love of parents, brothers, and sisters; love of friends; love of a pet). Read a statement about “being in love.” For each statement, students move to the corner of the room that reflects their thinking about the statement. Students justify their answers and then read the next statement. (If students always play it safe by saying they are not sure, remove that sign and require all students to commit.) Conclude the session with students writing a brief definition of love. Students should state if they agree or disagree with their group’s original definition.

SAMPLE STATEMENTS: BEING IN LOVE

- Jealousy is a sign that someone really loves you or you really love that person.
- A person can fall in love many times.
- A person can prove they are in love by having sexual intercourse.
- The best lover is some one who is also a good friend.

Variation: Divide the class into small groups and assign each group a common phrase or line of poetry related to love. Each group explains what the saying means, decides whether they agree with it, and then creates a new phrase that describes its definition of love. Groups share their ideas. Sayings might include:

- *Love means never having to say you’re sorry.*
- *Love conquers all.*
- *Absence makes the heart grow fonder.*
- *Love is all you need.*

[CCWR: 3.2/3.10/3.12]

B. IS THIS A HEALTHY RELATIONSHIP?

Create two signs, one stating “A Relationship That’s Good for You” and one stating “A Relationship That’s Bad for You.” Hang the signs side-by-side to form two columns. Explain that many teens and adults have trouble deciding whether or not a relationship is good for them. In this activity, students identify the qualities of healthy and unhealthy relationships. Divide the class into groups of

three or four. Give each group three or four cards with statements about relationships on them (see samples below).

SAMPLE STATEMENTS: IS THIS A HEALTHY RELATIONSHIP?

- Sex is the most important thing.
- You can be yourself. You don't have to pretend to be someone you're not.
- You feel energized being with the person.
- You feel worn out and tired being with the person.
- One person usually decides what to do and where to go.
- You have fun being with the person.
- You are constantly fighting and making up.
- You don't spend time with your other friends anymore.
- You're embarrassed or uncomfortable being with the person in a group.
- Your partner accepts you the way you are.
- You feel closer and closer to the person as time goes on.
- You neglect your studies or work.
- You spend time by yourself without the person.
- You like being seen with the person.
- You feel like you can go at your own pace sexually.
- You're not afraid to talk about what's bothering you.
- You keep the relationship only because it's better than being alone.
- You're afraid to bring up the subject of contraception or HIV status.
- He/She is the only person you will ever truly love.
- If this person leaves you, you will never be happy again.

The group discusses each card and decides if the information provided describes a healthy or unhealthy relationship. Students tape each card under the corresponding healthy or unhealthy relationship sign. Review the placement of the cards in each column and discuss, focusing on the following questions: "Are there cards that should be moved to the other column? Which ones and why? Were there characteristics you weren't sure were healthy or unhealthy? How do people feel when they are in a healthy relationship? in an unhealthy relationship? Looking at the lists, are most teens you know in healthy or unhealthy relationships?" After discussion, students develop a comparison-contrast map on healthy/unhealthy relationships and develop two strategies to support a healthy relationship.

[CCWR: 3.2/3.8/3.12]

Teacher Tip: The following activity is an example of a fishbowl discussion technique. For large classes, divide into smaller groups and conduct multiple fishbowl sessions.

C. GENDER ROLES AND FRIENDSHIP (MALES)

Develop an essay that emphasizes the following points about gender roles and behaviors. After students have read your essay, conduct a fishbowl exercise to discuss the critical elements.

IMPORTANT ESSAY POINTS

Are male-to-male friendships different than those between females?

- Beginning in early childhood, females are allowed to be open and expressive. Females don't find it difficult to relate to one another in an intimate way.
- Most adult males have very few, if any, really close friends—at least not the kind with whom they can share their innermost feelings, fears, and hopes.
- Most men appear to be uncomfortable revealing intimate feelings or thoughts to other men. They've had little practice in the art of intimacy and few role models to show them how.
- Many fathers stop touching their sons at an early age for fear of making them too “feminine.” The only physical contact between father and son from that point on may be shaking hands. The message is strong—only girls show affection or openly express their emotions. IT'S NOT MASCULINE BEHAVIOR.
- When a typical high school girl doesn't get a date for the prom, she has been conditioned to express her emotions and discuss her feelings with friends.
- When a male student is rejected for a prom date, he'll probably downgrade the prom and shrug the whole business off with an “I didn't ask anybody this year. Who wants to spend hundreds of bucks on an idiotic dance?”
- The only outlet for anguish or unhappiness allowed in the male adolescent's world is for him to kick a few garbage cans on the way home from school, slam the door of his locker, or get drunk.
- Even in business, men find it difficult to form real friendships due to competition and pressure to get ahead. Being a friend means letting your guard down, and many men feel that expressing fear or self-doubt might give their opponent an edge.

Have the male students sit in a circle with the female students sitting behind them, chairs back to back. Instruct the female students to remain silent and listen. Direct the following questions to the male students: “We're talking about male friendships. Do you agree with the points presented in the essay? Do you have close friends or just buddies? Is there a difference? Why do you think these differences occur?” After discussion, female students may ask questions if the males permit them to do so. Summarize the ideas presented.

Variation: Gender Roles and Friendship (Females)

Reverse the above activity. Have the females sit in a circle with the males sitting behind them. The female students discuss the meaning of friendship and the role of a best friend, using the essay as a trigger. As before, if the majority of the females agree, the males may ask questions.

Variation: Each student develops a social map—a diagram of past, present, and future friendships. As part of the activity, students outline what activities are/were/will be part of the friendship.

Variation: Students interview adults at various life stages about personal relationships and friendships. Using this information, students project how their own relationships and friendships may change throughout their lifetime.

[CCWR: 3.2/3.3/3.13]

D. MUSIC MESSAGES OF LOVE THROUGH THE AGES

Record segments of about 20 popular “love” songs from the 1920s until today. The greater the variety of music (e.g., rock and roll, disco, jazz, country, rhythm and blues) the better. Play the tunes and ask students to identify the themes about love. Pose the following questions: “Have the messages changed? How are they alike or different? What factors contributed to the popularity of the song during its era? If the lyrics remained intact but the style was changed, would the song be popular today?” Discuss the impact of music messages on society’s images of love (e.g., commercials, soap operas, movie themes).

Variation: Using song or video titles, students write a story about a developing romance and share their stories in small groups.

Variation: Using a simple melody, small groups of students collaborate to write the lyrics of a love song and perform it for the class. Musically talented students can write original lyrics and melody.

Variation: In small groups, students analyze the lyrics of a love song and share the analysis with the class.

[CCWR: 3.15]

E. LOVE IS...

Divide the class into small groups. Give each group a sheet of poster paper with the words “Love is...” written at the top. Within a given time limit, each group writes as many endings to the phrase as they can. Students analyze the lists for the types of feelings reflected. Students indicate references to accomplishments, emotional gestures, possession, relationships with people or animals, and positive or negative aspects. Students comment on how their definitions of love might differ from their parents and grandparents.

[CCWR: 4.2/4.9]

F. LOOKING AT LOVE

Each student writes an original definition of love. Ask each student to read his or her definition. List common elements, contradictions, and other significant elements of the various definitions. After discussion, students combine the various elements to create a composite definition of love. Next, students list the kinds and levels of love and how aspects might change during a person’s lifetime. The list may include, but not be limited to, the following:

- | | | | |
|-------------------|-------------------|-------------------|-----------------|
| ■ Mother-son | ■ Marriage-based | ■ Male-female | ■ Father-son |
| ■ Mother-daughter | ■ Father-daughter | ■ Lover-loved | ■ Male-male |
| ■ Fascination | ■ Sexual partners | ■ Puppy love | ■ Romantic love |
| ■ Female-female | ■ Siblings | ■ Family-oriented | ■ Partnerships |

Variation: Assign students to read a “romance” novel from a list of teacher-selected titles. In a written book review, students comment on the role of males and females in the story, the characters’ perceptions of love, and whether the story was realistic. Students share their perceptions and compare the views of male and female readers.

Variation: Students use the novel to develop a one-act play that features the “romantic” characters in the book. Students present the plays and discuss the portrayal of love in the novel.

[CCWR: 3.8]

Teacher Tip: The following activity explores controlling behaviors that are frequently part of unhealthy relationships. The activity may lead to a discussion of dating violence. It requires careful preparation by the teacher and is best suited for use with older, mature students.

G. ROPE EXERCISE

For this activity, you need a long piece of rope. Select two volunteers to participate in this exercise. One student takes a relatively long piece of rope and ties the other student so movement is restricted. Enough rope should be kept in hand so the untied student can lead his/her partner around. The partners role-play individuals involved in a relationship, beginning with the unrestricted partner directing comments (such as those below) to the restricted partner.

- I know that love needs to be freely given.
- I don’t own you. You can do anything you want.
- I’m glad you have your own friends.
- You don’t have to ask my permission to go out.
- Of course I trust you.
- Of course I’m not jealous.
- I’m glad you have your own interests.

During this time, ask the student restricted by the rope the following questions:

- Do you feel close to your partner? Why or why not?
- Do you believe what your partner is saying? Why or why not?
- What do you want to do right now, even though you are tied up?
- Do you really want to be with your partner?

Remove the rope and repeat the statements and responses. Ask students: “What does the rope symbolize? Can a relationship “tie you up”? Why do people stay in an unhealthy, controlling relationship?” Brainstorm feelings the exercise evoked and write on the board. Pose the following question for a journal writing activity: “How can you avoid jealous feelings and develop a healthy relationship?”

Variation: Following the rope activity, students discuss strategies to deal with jealousy. Divide the class into small groups and provide each group with a situation involving a jealous, controlling, unhealthy relationship. Each group presents the situation and suggested strategies via role-play.

[CCWR: 3.1/3.9/3.13/4.6]

H. DATING: A THING OF THE PAST?

Students interview two individuals between the ages of 45 and 55 who are currently married or have been married. Students obtain as precise and specific answers as possible to the questions below and develop a written account of the interview, reporting the answers to the questions and summarizing the information obtained.

DATING INTERVIEW

1. How did you meet the person you eventually married?
2. At what age did you meet?
3. Who typically initiated dates? Who paid?
4. How did you prepare for your dates? Were the preparations extensive or minimal? Did you go dressed up or go casual? If casual, as casual as today?
5. Were you chaperoned in any way? If yes, who served as chaperone?
6. How important were automobiles to your dating?
7. What did you do on dates? Did you do things alone or with other couples?
8. What was your engagement like? Was it formally announced in the newspapers? Was a party given to celebrate the engagement?
9. Did the groom ask the bride's father for permission to marry? Were both sets of parents informed before the wedding?
10. How long did you date before you were married? At what ages were you married?
11. What was the wedding like? Was there a civil or a religious ceremony? Was there a reception afterwards? If so, how elaborate was it? How many guests came and what sorts of food and beverages were served? What special traditions were observed?
12. Did you go on a honeymoon? If so, where and for how long?

Variation: Students research marriage rules, customs, and traditions in a variety of cultures and religions and compare the information, looking for advantages and disadvantages. Discuss what might happen when immigrant families assimilate. Do children lose track of the marriage customs?

Variation: Students visit a multigenerational historical homestead and discuss the advantages and disadvantages of living in a multigenerational family. Why is this less common today?

[CCWR: 2.6/2.7/3.5/3.12/4.6/4.7]

Teacher Tip: Many disappointments and failures in a relationship are less the fault of personal inadequacies than the result of unexplored beliefs and expectations concerning the relationship. The better understood the beliefs and expectations are, the better the chance of having a happy and satisfying relationship because the individual will clearly know what qualities he/she wants in a partner.

I. PARTNERS IN LIFE

Write the following quotes on the board and ask volunteers to explain each.

Men are April when they woo, December when they wed. Maids are May when they are maids, but the sky changes when they are wives.

Shakespeare, *As You Like It*

As a general thing, people marry most happily with their own kind. The trouble lies in the fact that people usually marry at an age when they do not really know what their own kind is.

Robert Davies

After discussing the statements, students develop an essay on one of the seven things to think about when contemplating commitment such as marriage or lifetime partnership.

The essay must provide a rationale for discussion and include a response to the following questions:

- If there is a conflict in expectations with your partner, how would you deal with that conflict? Give examples.
- In what circumstances or situations would you refuse to compromise your expectations in this area? Give examples and explain why.
- What influences helped to determine your expectations and beliefs—your parents, other relatives, culture, religion, and/or other significant influences in your life?

THINGS TO THINK ABOUT WHEN CONTEMPLATING COMMITMENT

Division of labor	Outside employment; household chores
Family planning and child rearing	Timing of births; number of children; care and feeding; values; religion; discipline; unconditional love; grandparents
Major personal adjustments	Balancing career and the relationship; relocation; work vs. stay-at-home; continuing education
Sexual expectations	Sexual desires; family planning; fidelity
Leisure time, recreation, and lifestyle	Couple vs. individual interests; friends; socialization; activities with and without children; vacations
Money and family budget	Budget; who handles the money; credit; purchasing decisions; saving for something special; individual vs. couple funds
Values	Religion; independence; honesty; fidelity; forgiveness

[CCWR: 2.8/3.3/3.9/3.13/4.6/4.7]

J. STEREOTYPICAL COMMUNICATION

Relationships are based on quality communication. Often the critical factor in quality communication is saying what you really mean. Provide students with several humorous statements attributed to a “stereotypical male.” Students analyze the statements and discuss each. Ask students the following: “What are the underlying assumptions of the stereotypical statements? Do women make similar statements?” Students share examples of stereotypical female statements and discuss in similar fashion. Students respond to the following question in a journal entry: “In a meaningful relationship, how do you keep communication truthful and accurate?”

[CCWR: 3.3/3.9/3.12]

K. ARE YOU THINKING ABOUT MARRIAGE?

Have students read the following list of “Things to Think About Before you Marry.”

THINGS TO THINK ABOUT BEFORE YOU MARRY

- Most marriages of individuals under age 21 end in divorce or separation.
- If you don’t get along with one of your parents, don’t marry someone who seems to be just like that parent.
- Marriage is not the time to get to know someone.
- If you spend all your time together disagreeing and arguing, things will not change once you’re married.
- Be careful if you always need to be reassured of your partner’s love.
- It’s great to have loving in-laws but you’re not marrying them (or their money, your mother-in-law’s cooking, or the family’s acceptance).
- If you often think “Maybe things will get better after we’re married” or if your partner keeps promising “I’ll straighten out after we’re married,” be careful. The troubling area may be careless use of money, sex with other people, or an alcohol/drug problem. Marriage usually makes such problems worse, not better, because once you’re married your expectations are higher.
- If your partner thinks you are stupid, talks “down” to you, and doesn’t include you in “intel-ligent” conversation, watch out.
- Don’t expect your prospective partner to change habits you abhor (such as a violent temper or unclean grooming habits).
- Just because you are married, you shouldn’t have to give up all your old friends.
- If your partner cannot tolerate time alone and resents the time that you wish to spend alone reading, pursuing a hobby, or meditating, think twice.
- The appeal of a centerfold or beefcake (e.g., a sex object or trophy) wears disturbingly thin if there are few things about the person that appeal to you.
- If there has been an experience of violent behavior between you and your partner, there’s a possibility it could happen again. Some people (both men and women) may promise “I’ll never hit you after we’re married,” but such vows are not usually kept.

- Be cautious if your partner considers his or her own welfare more than your own in most situations.
- Discuss living arrangements. If you are unable to agree on where you are going to live or under what circumstances you would move, think twice.
- If you are considering an **intermarriage** (a marriage to someone of another religious faith or race) and are unable to agree on how the children should be raised (or are unable to agree on whether or not to have children), seek counseling before entering into marriage.
- Couples often have tremendous conflicts because one spouse is comfortable with a modest, middle-class standard of living and the other insists on lavish furnishings, fancy vacations, and a steady ascent up the ladder of success. If you seem to be miles apart on your goals, dreams, and aspirations, think long and hard about your future together.

After reading the list, students answer (in writing) the following questions:

- Which of the ideas do you think are the most important?
- Which of the ideas do you disagree with?
- Have you experienced any of these situations in your life? Explain.
- Which of the ideas do you think people ignore most frequently?
- What would you add to the list?

[CCWR: 3.1/3.12]

L. PARTNERS FOR LIFE

Randomly pair students. For a specific period of time (at least two weeks) each pair plans life together as a “couple.” Pairs confer and decide on careers and calculate income and expenses. Provide students with specific questions to answer regarding children, relationships with family and friends, major purchases, and hobbies. Students keep a diary of their “relationship” and later share it with classmates. Students conclude the activity by writing a brief reaction to the experience.

[CCWR: 3.6/3.7/3.13/4.1/4.2]

M. FROM COURTSHIP TO MARRIAGE

Create 8” x 11” cards, each with one of the steps that may lead from courtship to marriage. (Steps might include attraction, infatuation, getting to know the other person, disagreement, meeting friends/family, decision to have intercourse or not, dating, engagement, etc.) Enlist volunteers to take a card. Students holding a card line up in the correct order of events. (This will ensure lively debate because there is no correct order!) After students have come to some agreement, divide the class into pairs. Each pair role-plays a situation related to one of the events.

Variation: Discuss courtship within the context of various cultures and religions.

[CCWR: 3.2/3.9/3.13]

Teacher Tip: The following activity sets the stage for a discussion of the reasons why people date. It focuses on precautions to keep in mind when going on blind dates or dates with someone you don't know very well.

N. DATING GAME

Show the class excerpts from the original *Dating Game* television show. Following this, students role-play “dating game” scenarios. After selecting a date, students justify their choice, plan a date, role-play the date, and report back to class.

Variation: Students rate themselves as an ideal date. Provide students with a chart, similar to the one below. After students complete the chart, discuss the characteristics and the ratings. A score of 80 or above indicates an “ideal date.”

SELF-EVALUATION: AM I AN IDEAL DATE?					
Characteristic	Never (2)	Seldom (4)	Sometimes (6)	Frequently (8)	Always (10)
Courteous					
Neat					
Honest					
Enthusiastic					
Thoughtful					
Punctual					
Good listener					
Respectful					
Friendly with date's family					
Shares thoughts and feelings					

[CCWR: 3.10/4.3]



O. CHOICES AND REASONS

This lesson is a carousel brainstorming activity that encourages students to examine how males and females view sexual intercourse. On sheets of newsprint write “Why Females Have Intercourse,” “Why Males Have Intercourse,” “Why Females Don’t Have Intercourse,” and “Why Males Don’t Have Intercourse.” Post the sheets in the four corners of the room, and divide the class into four groups. Each group reports to a corner and brainstorms as many items as they can for the heading. On signal, the groups move to the next corner and do the same. Students should not repeat a response already on the chart paper. After each group has addressed all four questions, reconvene the large group and share results. Compare the responses noted on the male and female charts. Discuss

how the responses are the same and how they are different. Have students explain what contributes to the similarities and differences. Students complete the activity by completing a journal entry entitled “Factors to be Considered Before Choosing to Engage in Sexual Intercourse.”

Variation: Use carousel brainstorming to examine a number of issues such as the use of contraception by males and females, responsibility for contraception, or reasons to be or become abstinent.

Variation: Ask students: “How does a relationship change when sexual intercourse enters the picture? Can a sexually intimate couple decide to abstain in order to examine other aspects of their relationship without sex getting in the way? Are there various levels of intimacy? If so, how do you know the right level for you in a relationship?” Divide students into small groups to discuss these issues. Create some mixed groups and some same gender groups. One representative from each group presents the ideas to the class. Students compare the groups’ responses and discuss.

[CCWR: 3.2/3.3/3.13/4.6]

PARENTHOOD

Indicator 2.4-17: *Analyze the responsibilities, joys, demands, and challenges of parenthood.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Keep in mind that age alone does not endow one with good parenting skills. Many of these activities can be correlated with parenting classes conducted through your school, community center, or local hospital.

A. AM I PARENT MATERIAL?

Each student responds to a list of questions related to parenthood. Assure students there are no right answers or grades to be assigned. Advise students that for some questions a “yes” answer may have a positive connotation; however, for other questions the same response may have a negative connotation. Listed below are sample questions to include as part of the checklist. After answering the questions, students complete a journal entry summarizing their ideas.



PARENTING CHECKLIST

- Is wanting a child enough? Do I regard children as separate, individual human beings? What would I want to teach my child?
- How much experience have I had with young people, and did I like it?
- Do I feel good about myself? How do I handle anger? Do I deal effectively with emotion? Do I feel comfortable about giving and receiving?
- Do I know how to express affection? Could I hug my teenager and could he/she hug me?
- Am I aiming for perfection? Do I want a child of mine to be a miniature version of me?
- What do I know about discipline and freedom (i.e., about setting limits and giving space)?
- How much time am I willing to spend? Am I willing to sacrifice myself physically? Am I willing to accept the trade-offs? Do I want to hold two full-time jobs?
- Can I imagine life with a teenager?
- How do I feel about privacy?
- Would it matter whether I had a biological or adopted child? Do I think my genes are more special than someone else's?
- Would I want to compete with my parents and show them I can do a better job than they did with me? If I had a choice, would I go back to my own childhood? What would I want to pass on to my child from my own childhood? What would I want to avoid, at all cost, that I experienced myself?
- Am I willing to share influence over my child? Am I willing to share responsibility for my child?
- Will I be able to separate myself from my child?
- Do I enjoy child-centered activities?
- Have I experienced life in a variety of settings?
- Am I prepared to spend about \$600 per month to rear my child to age 18?
- What if my decision turns out to be wrong for me? How good am I at taking risks and living with my mistakes?

Variation: Students interview several parents with children at various developmental stages. At the end of the interview, students ask the subjects to complete the following statement: “The best thing about being a parent is...” Students share the results of the interviews and create a class list of “best things.”

[CCWR: 3.9/3.10/4.7]

Teacher Tip: If possible, invite a toddler and his/her parent to spend the day with your class. Students observe and interact with the child and parent prior to developing the plan called for in the next activity. Students can also experience a day in the life of a toddler by visiting a day-care center, volunteering in a church or community nursery, or baby-sitting.

B. BABY'S PLAN FOR THE DAY

Groups of students create a plan for one day's activities for a toddler. Students focus on the toddler's daily schedule from waking in the morning until bedtime at night and note opportunities for the caregiver to stimulate learning in the child. Students consider the effects of sleep, nutrition, play, interaction, social contact, and comfort in the daily routine of the child. Students discuss their plan with a child-care provider.

[CCWR: 3.15/4.1/4.2]

C. CHILD TALK

Share the following poem with students. Then divide the class into small groups to discuss the poem.

I BELIEVE IN CHILDREN

...there is faith in their eyes,
love in their touch and hope in their attitude.

I thrill with them at life's joys,
run with them through tall grasses
and bow with them in worship.

They are fragile dreams of yesterday,
life's radiant reality of today
and the vibrant stuff of tomorrow.

Yes, I believe in children.

Author Unknown

Next, each group creates two lists: one list comprised of words of praise, approval, encouragement, and support that the students heard from their parents or significant adults; and the second, a list of words of criticism, discouragement, and disapproval heard as a child. Groups present their lists and together create a master list. Relate the words on the list to the poem. Ask: "What impact might these different words and approaches have on a child? Are there times when critical, discouraging words are more appropriate than words of praise?" After discussion, students contribute another line to the poem.

Variation: Students write an essay based on the following statement:

If a child lives with acceptance, he learns to find love in the world.

Students share excerpts from their essays and discuss the implications of this statement for parents and teachers.

[CCWR: 3.15]

Teacher Tip: Students need a basic understanding of child development theories to participate in the following activity. Presentations by child-care specialists, pediatricians, pediatric nurse practitioners, and child psychologists may enhance student understanding of this subject.

D. ARE PARENTS DIFFERENT?

Explain that some child development experts believe that children learn different kinds of things from mothers and fathers. In addition, it has been observed that fathers play differently with children than mothers do. Discuss some of the differences. Ask students: “Are the different roles of parents complementary, or should parents strive to be more androgynous in their parenting methods?” After discussion, students examine popular magazines and Web sites that deal with family, parenting, and child development issues. Students review the articles and determine the target audience. Students respond to the following questions: “What messages are noted in the magazines? Do these messages perpetuate stereotypical parental behavior?”

Variation: Several films and television shows have dealt with the issue of fathers “replacing” mothers in the day-to-day care of their children (e.g., *Mr. Mom*). Show video clips that clearly illustrate interaction between father and child and between mother and child. Students develop a comparison-contrast map focusing on the two types of interaction. Ask students: “Are the film portrayals accurate? Why or why not?”

Variation: Students create a job description for parents and share with a number of adults, some of whom are not parents. Pose the following question: “Would a job description make people think twice before choosing to become a parent? Why or why not?”

[CCWR: 2.5/3.5/3.12/4.6/4.7]

E. PARENTING: LET’S TALK ABOUT IT!

At various times during the school year, invite the following people to an open forum discussion with students. Students prepare questions, in advance, for the speakers. After the class, students write a reaction to each speaker.

PARENTING ISSUES: SUGGESTED SPEAKERS

- A pregnant friend or relative of one of the students to discuss her feelings—both positive and negative—about being pregnant
- A midwife to discuss alternatives to standard childbirth approaches
- A couple expecting their first child to discuss the impact of the pregnancy on their relationship
- A childless couple to discuss their reasons for remaining childless
- An obstetrician to discuss issues such as physical preparation for pregnancy and the physical problems that may occur if adequate health care is not received; infertility or impotency; sterilization; spontaneous abortion; stillbirth; natural childbirth; and/or artificial insemination
- A genetic counselor to discuss the importance of genetic counseling
- A couple who experienced natural childbirth to discuss what the experience was like for them

- A representative from an adoption agency to discuss the procedures, legalities, and requirements
- A student (male or female) who has already has a child
- A parenting educator to discuss courses available for prospective or new parents

Variation: Students investigate issues such as genetic counseling, adoption, or in vitro fertilization and write a research paper or present an oral report on the topic. If the student chooses an oral presentation, it should be accompanied by visual aids such as a video, posters, or diagrams.

Variation: Show a video of a live birth and invite a maternal-child health nurse, midwife, or obstetrician to offer commentary and discuss prenatal care and preparation for labor and delivery.

[CCWR: 3.3/3.8/3.12]

Teacher Tip: The following activity is a gender-specific class designed for male students. The activity can be modified for use with non-segregated classes or redesigned to focus on females and motherhood. If you choose to provide gender-specific instruction, review the results of the discussions for the entire class and compare answers.

F WANTED: A FEW GOOD MEN

For this activity, invite fathers from the school community to join the class in a discussion of manhood and fatherhood. Explain that the ideas young males have about being a man and being a father have a lot to do with how they were raised, their relationships with other men (including their own fathers), and the things that have happened to them up to this point in their lives. Each visiting father shares brief answers to the questions listed below.

- How old are you?
- What are the names and ages of your children?
- Talk about the family you grew up in. Who raised you? How many children were in your family?
- How would you describe yourself as a boy?
- As you were growing up, who were the important men in your life?
- Describe your relationship with your own father.
- What were some of the messages you learned about being a man?
- Describe your relationship with your mother.
- What has fatherhood been like for you so far?

Once each participant has shared this preliminary information about himself, participants and students discuss manhood and fatherhood using the questions listed below. (If the group is large, separate into smaller groups.)

- When you were growing up, who were the important men in your life?
- What kind of relationship did you have with your own father (stepfather, grandfather, older brother, mother's boyfriend) when you were growing up? What is the relationship like now?
- Who have been the important women in your life? What have those relationships been like?
- What have these important people taught you about what it means to be a man?
- How have they influenced how you feel about women? how you treat women?
- Describe being a father. What have been the ups? What have been the downs? What kind of father do you think you are or can be?
- In what ways has your relationship with your own father influenced the way you deal with your children?
- How has your relationship with your mother influenced the way you deal with your children?

After the discussion, students summarize the positive and negative aspects of being a father. Students focus on what things males can do to develop a positive relationship with their children, based on the information heard in the discussion session.

G. IT'S NOT EASY BEING A PARENT

Divide the class into four groups: an all-male group, an all-female group and two mixed gender groups. Each group develops a chart of the joys, demands, and challenges of parenthood (similar to the chart below). Assign each group a different kind of parenting situation (e.g., single mom, single dad, blended family, teen parent, older parent, adoptive parents). Students examine the chart and select the words that best describe their assigned situation (e.g., having enough money is a real demand for a single parent, hugging a child a real joy). Groups present the results of their discussions. Students compare the contributions of the four groups.

PARENTHOOD		
CHALLENGES	JOYS	DEMANDS
Being patient	Seeing a baby smile	Staying awake
Not yelling	Hugs	Money
Being fair to all	Being proud	Making rules
Learning all I need to know	Knowing I did something right	Finding time for my family
Finding time for me	Playing with my child	Finding food my child will eat

[CCWR: 3.3/3.12/4.6/4.7]

PARENTING

Indicator 2.4-18: *Describe safe and effective parenting skills, and identify resources for information and help with parenting.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: A computerized infant simulator (e.g., “Baby Think It Over”, “Baby Reality Check”) provides students with lifelike infant care experiences. These computerized dolls are programmed to cry at random intervals and require students to attend to their needs, just like real babies. Some of the models are programmed to monitor neglect and rough handling. Drug-affected infant models are also available. To start or expand your parenting education program, seek financial support from community service organizations and local healthcare institutions.

A. PARENTING PRACTICE

In order to provide firsthand experience in the challenge of caring for an infant, assign each student to care for a computerized infant simulator. During the assigned time period, students provide round-the-clock care for the infant. Students keep a diary of activities, create an expense sheet and budget for baby’s first year, and write a summary of the experience.

[CCWR: 1.12/2.7/3.6/3.7]

B. LEARNING ABOUT PARENTING

Write the following statement on the board:

The toughest, most complicated job in the world comes with no training.

Brainstorm interpretations of the statement and lead students to discuss ways to become a better parent. Students investigate resources available for parents (e.g., magazines, Web sites, books, courses, videos, television shows) and compare the resources for accuracy, reliability, and current content. Students share the results of their investigation and create a resource list or pamphlet for parents.

Variation: Each student locates agencies and organizations that provide education and support to parents. The class develops a master list and produces a resource directory for parents in the community.

Variation: Brainstorm a number of questions commonly asked by teen parents. Develop a pamphlet or video that answers the questions and provides additional resources for the teens.

Variation: Create an annotated bibliography of child-care resources.

[CCWR: 2.5/2.6/2.8/3.15]

C. HOW PARENTING EDUCATION CAN HELP

Divide the class into six groups, and assign each group one of the following topics: Child Abuse and Neglect, Cycles of Violence, Teen Pregnancy, Positive Interpersonal Relationships, Child Safety, or Mental Health. Each group researches its topic and develops a multimedia presentation. Questions for consideration include the following:

- What does the research say about the issue? Include statistics (local, state, and national).
- How can parenting education help reduce or eliminate the problem?
- How can parenting education support positive behavior change?
- What is being done in New Jersey and in our community to combat this problem?

[CCWR: 2.5/2.6/2.9/3.5]

D. CHILDREN WITH SPECIAL NEEDS

Explain that caring for a child with special needs places additional demands on parents. To give students perspective on the demands of parenting a child with special needs, invite a panel of parents, therapists, and healthcare providers to discuss emotional support, community resources, costs of raising a child with special needs, educational and recreational programs designed for these children, and legal issues to ensure equal opportunity and protection. Students prepare questions in advance and write a reaction to the speakers in their journal.

Variation: Students participate in a community service activity for children with special needs. Students might support the Special Olympics program; work at a camp for children with asthma, HIV, or cancer; or organize a special event for children and their families.

Variation: Invite an adult with a disability to discuss the sacrifices that his/her parents made over the years. Students can design an award of appreciation for the individual's parents or caregivers.

Variation: Students investigate local, state, and national agencies and organizations that protect children (e.g., 1-800-THE-KIDS, Prevent Child Abuse New Jersey). Students develop a resource list and distribute it to parents in the community.

[CCWR: 3.3/3.4/4.6]

Teacher Tip: The following activity requires students to visit a child-care facility. Child-care facilities may limit the participation of students visiting the program. Provide students with guidelines for participation and observation before the visit.

E. VISIT A DAY CARE CENTER

Students spend a day at a day-care center. When students return to class, discuss the experience. Students describe their observations and list the positive and negative aspects of child-care from both the parent and child perspective.

Variation: Students investigate the types of child-care facilities available in their community or county. As part of the research, students determine how the facilities are licensed and what are the differences between private and public centers. Students also investigate home care options. The student research should determine the educational preparation of the caregivers in each setting. Students create a chart that compares the kinds of child-care available to parents.

Variation: Students interview parents who enroll their children in day care. How happy are the parents with the services and facilities? What suggestions do they have? How do they feel when they leave their child at the day-care center? What are the advantages and disadvantages of their current day-care situation? Students summarize the interviews and share the results.

[CCWR: 3.4/3.7/3.12]

F. PARENT ROLES

Arrange a fishbowl activity with the male students on the inside. Allow the male students 15 minutes to discuss the roles and responsibilities of fathers in parenting and child rearing. When the 15 minutes are up, female students may ask questions of the young men.

Variation: Reverse the above activity and compare responses.

[CCWR: 3.3/3.10/4.7]

G. CHILD SAFETY

Invite a local health officer, health educator, pediatrician, pediatric nurse practitioner, or law enforcement officer to discuss child safety laws (e.g., car seats, seat belts, bike helmets). Focus the discussion on home safety issues (e.g., poisons, fires, latchkey children) and emerging community issues such as *Megan's Law*. As a result of the speaker's presentation, students answer the following questions: "Why has the government enacted these laws? What responsibility does a parent have to ensure child safety?"

Variation: Students discuss why it is important for adults to practice safe behaviors (e.g., wearing a seat belt or bike helmet). Discuss how teens and adults can become positive role models for children.

[CCWR: 5.6/5.8]

H. PAST, PRESENT, AND FUTURE

Give each student a large index card. Each student writes his/her name in the center of the card and divides the card into four quadrants with headings as shown below. After students complete the cards, divide the class into small groups for discussion. Students complete the activity by writing on the back of the card: "As a result of this activity, I learned..." List responses on the board.

PAST, PRESENT, AND FUTURE	
<p>Three Things My Parents/Guardians Did For Me That Were Special:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Three Things My Parents/Guardians Do For Me Now:</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Three Things That Effective Parents Do That They Plan To Do:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Three Problems My Parents Worry About That My Grandparents Did Not Have To Worry About:</p> <ol style="list-style-type: none"> 1. 2. 3.

[CCWR: 3.10]

SEXUAL ISSUES

Indicator 2.4-19: *Discuss issues regarding sexual orientation, sexual harassment, sexual assault, and domestic violence.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Good manners or etiquette are necessary for people to interact without offending others. Many times people are not aware of what is considered “good manners.” It is not that they do not care, it is just that they are not informed or did not know that the behavior was causing other people discomfort. Similarly, many teens do not understand why etiquette is necessary, or for that matter, what constitutes appropriate manners and behavior.

Teacher Tip: Review the definitions of *flirting* and *harassment* before initiating the following activities.

A. GENDER ETIQUETTE

Segregate the class into males and females, and provide each group with sheets of newsprint and markers. Each group lists what they do not like about the behavior of the opposite gender, especially in a dating situation. Once the two groups are finished, use a modified fishbowl approach to discuss the identified issues. Put two chairs face-to-face in the middle of the room. Designate one chair for a male representative and one for a female representative. The gender groups sit in a semicircle behind their designee. Tape the groups’ newsprint where all can see. Only the student designees are permitted to speak, debating the items listed on the newsprint. If another person in a group wishes to speak, he/she taps the shoulder of the designee. The designee finishes his/her statement and then must relinquish the seat. After the debate has run its course (set a time period before the activity starts), reconvene the entire group and brainstorm guidelines for gender etiquette. The list should include items from the list that follows.

GENDER ETIQUETTE GUIDELINES

- Never use force.
- Respect the word “no.”
- Avoid potentially difficult situations.
- Be prepared.
- Share responsibility in a sexual relationship.
- Communicate openly about contraceptives.
- Respect the sexual privacy of others.
- Be considerate of others.
- Respect the sexual identity of others.
- Most importantly: “Do unto others as you would have them do unto you.” Treat a date or sexual partner with the care and respect that you expect in return.

Variation: On separate cards, write behaviors that could be considered flirting or sexual harassment (e.g., playful touching, snapping bra strap, hair pulling, making prolonged eye contact, patting buttocks). Using the cards, student volunteers create a visual continuum representing the progression of flirting behavior to harassing behavior. Discuss the placement of the behaviors on the continuum and identify strategies to respond to harassing behavior.

Variation: Divide the class into small groups. Each group develops a role-play that illustrates one of the Gender Etiquette Guidelines (e.g., a couple discussing the use of contraception before considering sexual intercourse, a couple discussing their feelings about the next step in their relationship). Students present the skits and discuss how the guidelines enhance relationships and protect individuals.

[CCWR: 3.8/4.2/4.6]

Teacher Tip: For some teenagers, fear and confusion about their own sexual experiences, feelings, and development may contribute to hostility and insensitivity toward anything related to homosexuality. In addition, students may be exposed to a wealth of misinformation about gay and lesbian individuals. The following lesson brings the issue of sexual orientation into the open to counter commonly held misconceptions and foster sensitivity and tolerance.

B. MYTHS AND FACTS

Distribute three index cards to each student. Students number the cards 1, 2, and 3. Read aloud the following three unfinished statements:

1. People are homosexual because...
2. If I found out my best friend was lesbian, gay, bisexual, or transgender, I...
3. One thing I don't understand about lesbians and gays is...

For each statement, students complete the unfinished statement writing the first thing that comes to mind on the corresponding card. Read the sentence stems as you write them on the board. After all the statements have been completed, ask volunteers to share their responses and discuss.

Variation: Develop a list of myths and facts about sexual orientation. In pairs, students discuss each statement and try to come to agreement. Reconvene the class, share insights, and clarify any misconceptions.

Variation: Invite a panel to speak to the class about support groups and resources available for gay, lesbian, bisexual, and transgender students and their families. Students prepare questions in advance and at the conclusion, write a reaction to the presentation.

Variation: Some students may perceive advantages or disadvantages to being straight, gay, bisexual, or transgendered. Brainstorm a list of possible advantages and disadvantages of each and discuss.

Variation: Some people believe individuals choose their sexual orientation. Ask students: "If that were true, why would someone choose to be gay or bisexual? Do people choose to be straight?"

Variation: Students research and report on the development of gender identity.

[CCWR: 3.5/3.12/4.6]

C. CONSIDER YOUR ATTITUDES

Divide the class into three groups to discuss the following situations they might encounter after leaving high school.

Situation #1

You really like your new college roommate. You have so much in common — music, books, you even like the same foods. However, you just found out he/she is bisexual.

Situation #2

Your best friend has asked you to attend a support group meeting. You think it's for his/her drinking problem. On the way to the meeting, your friend discloses it's a new gay/lesbian/straight alliance being started on campus.

Situation #3

You've just joined the U.S. Army and you're excited about your new assignment. A few soldiers in the barracks have started rumors that you're gay.

Ask students how they would handle each situation. Instruct students to examine each situation using the following steps:

- Identify any key issues or problems.
- Suggest possible solutions or alternatives.
- Identify at least one reason for and one against each alternative.
- Choose an alternative.
- Give the most important reason for your choice.

After discussion, students select one situation and describe, in writing, how they might handle the situation differently now, based on the class discussion.

[CCWR: 3.1/3.10/3.13/4.6]

D. PHOBIAS AND FRIENDSHIP

Divide students into small groups and distribute a role-play scenario to each group. Each group plans and presents its scenario, leading to a definition and discussion of **homophobia** and its impact on sexual decision making. Sample scenarios and discussion questions appear below.

SAMPLE SCENARIOS

1. A young couple has been dating for several months. They have only kissed—nothing else has happened. She wants to have sexual intercourse with him, he wants to remain abstinent. She feels something is wrong with him, they argue, and she calls him “gay”.
 - What does she want to accomplish by calling him “gay”?
 - When a guy wants to remain abstinent, does that mean he is gay?
 - Do some guys have sex to “prove” they are not gay?

2. Your best friend is very depressed. She tells you that her brother has been told he is HIV positive. You react by asking “How can he have HIV? Is he gay or bisexual?”
 - Do you think that all people with HIV are gay? Are most HIV-infected individuals gay?
 - Why do you think people make such assumptions?
3. Your best friend comes to school late. When you ask him what’s up, he tells you his sister moved out of the house last night. She told his parents that she is a lesbian and his dad lost it. Your friend is worried that his sister will get a sexual disease—like HIV— but you reassure him, telling him that lesbians don’t get HIV.
 - Do you think that lesbians don’t contract HIV? Why?
 - Why do you think the girl’s father reacted by “losing it”?
 - Why do people think that gay men can contract HIV but not lesbians?
 - What can your friend do to help his family?
4. You are dating someone you just met at a party last Saturday. Your two best friends are badgering you for information on how your date is in bed. When you explain that you did not have sex, you explain that you are short some change for condoms. Your friends inform you that “real men” don’t use condoms.
 - Do you think that condom use is only for homosexuals?
 - Do you think that many individuals still think that HIV/AIDS is a gay men’s disease?
 - How can people’s attitudes be changed?
 - Do people create “excuses” when they really don’t want to have sex? What other reasons might the couple use to justify not initiating a sexual relationship at this time?

Variation: Define *homophobia* and discuss how it may lead individuals to engage in risky behavior. Students complete the activity by writing a brief essay outlining ways to respond to homophobic comments from possible sexual partners, peers, family members, and others.

[CCWR: 3.1/3.10/3.13/4.6]

Teacher Tip: The next activity is an adaptation of “The Game”, designed by health educators at the YWCA of the Mid-Peninsula, Palo Alto, CA. The activity requires students to brainstorm names which may be seen as compliments or put-downs. Try not to censor student language during the activity; however, reinforce the inappropriateness of the language at the conclusion of the activity.

E. PLAYING THE GAME

This activity examines pressures to participate in sexual activity based on the names people are called or the “categories” individuals are placed in—by ourselves as well as by our peers. On the chalkboard, draw a large box and divide it into four boxes (see sample below). Write “male” and “female” across the top and write “sex” and “no sex” down the left side.

	Male	Female
Sex	A	C
No Sex	B	D

Ask the following questions and enter the student responses in the appropriate box:

- Box A:** What are the names a male gets called if he is sexually active?
(e.g., stud, player, the man, macho)
- Box B:** What are the names that a man gets called if he is not sexually active?
(e.g., wimp, fag, geek, wuss)
- Box C:** What are the names that a female gets called if she is not sexually active?
(e.g., prude, virgin, tease, good girl)
- Box D:** What are the names that a female gets called if she is sexually active?
(e.g., slut, dirty, whore)

After completing all the boxes, pose the following question: “Does the person who is called these names hear them as compliments or put-downs?” Draw the students’ attention to the terms in the boxes and ask for comments. Ask: “How do these names impact an individual’s self-image? Can these names impact an individual’s ability to make healthy decisions about sexual behavior? How might these names impact one’s gender development and identity?”

Variation: In small groups, students discuss how name-calling and stereotyping pressures individuals to make unhealthy sexual decisions. Students address how stereotypical roles and name-calling promote sexual risk-taking (e.g., a girl dates an older guy just to gain sexual experience; a guy has unprotected sexual intercourse with many partners as part of a gang initiation; a closeted gay student has anonymous sex with many partners). Students examine how this type of behavior perpetuates the stereotypes and contributes to oppression, discrimination, harassment, and even violent behavior.

Teacher Tip: The next activity enables students to identify the similarities and clarify the differences between sexual harassment, flirting, and compliments. Remind students of school policies regarding sexual harassment and address incidents in accordance with such policies.

F WHAT'S THE DIFFERENCE: SEXUAL HARASSMENT

Brainstorm examples of sexual harassment and flirting behavior and write on the board. Ask the students: “What, in your opinion, is the major difference between **sexual harassment** and **flirting**? Is it possible for someone to start off by flirting with another person, and somehow it turns into sexual harassment? If so, how do you think this happens?” Explain that the law is concerned with how the person on the receiving end is affected by the behavior, not with what the other person means by the behavior. (This is a very important concept.) Divide the class into two groups: A and B. Give chart paper and markers to each group. Students in Group A write a list of feelings that a victim of sexual harassment might experience during or after the incident. Students in Group B write a list of feelings that an individual might experience while being flirted with. Post both lists on the wall and reconvene the class to discuss the lists.

Variation: Explain that sexual harassment happens when one person uses his or her power in an abusive way. Sometimes it's hard to know when a particular behavior is flirting and when it is sexual harassment. Discuss the meaning of: *It's in the eye of the beholder*. Define **victim**, **harasser**, and **perception**. Emphasize that the victim's perception is what matters in cases of sexual harassment, not the harasser's intent, even if the intent was to flirt or compliment. Present several scenarios for discussion. A sample appears below.

JACK AND JILL #1

Jill comes to school wearing a new sweater. Jack tells Jill, “Hey you look great in that sweater today.” Jill takes it as a compliment.

Jack tells Jill: “Hey, you look great in that sweater today.” Something about the way he says it or the way she hears it makes Jill feel angry, embarrassed, and maybe even guilty.

Write on the board: *It's important to understand that it's not only WHAT you say but HOW you say it that counts*. Explain that the tone of voice, facial expressions, and body language all add up to send different kinds of messages. Model examples of flirting versus sexual harassment so students have a clear image of the distinctions. Use the next scenario as an example.

JACK AND JILL #2

If Jack looks at Jill like a friend, smiles at her like a friend, and says, “Hey, you look great in that sweater today” in a friendly, normal voice, he is sending one kind of message.

But if Jack rolls his eyes or winks, leers at Jill, makes rude gestures with his hands or his body, and says, “He-e-ey...you look GREAT in that SWEATER today,” he is sending another kind of message.

After discussion, brainstorm a list of guidelines. Include the following:

- Don't say or do anything you wouldn't want to see printed in the newspaper or broadcast on TV.
- Don't say or do anything you wouldn't want your parents, sister or brother, girlfriend or boyfriend to find out about.
- If you wouldn't say something to an individual in front of his/her girlfriend/boyfriend, don't say it when the significant other isn't around.

Variation: Divide the class into small groups (experiment with mixed-gender and same-gender groups and compare results), and provide each with a scenario. Students determine if the situation is flirting or sexual harassment. Groups share their situations and ideas with the class.

Variation: Students investigate the school district's policy on sexual harassment. What are the penalties? Why is it necessary? How do school policies compare with those of local employers? Students interview personnel directors from local companies and compare company policies.

[CCWR: 3.13/4.2/4.6]

Teacher Tip: Dating violence can be defined as physical, sexual, emotional, and/or verbal abuse between persons currently or previously engaged in a casual or serious dating relationship. The following activities focus on issues related to dating abuse/violence. Keep in mind that many violent teenage relationships mirror those of violent adult relationships.

F IT'S ALL ABOUT POWER

Explain that expectations in a dating relationship may be based on gender stereotypes. Initiate a discussion about dating using some of the following trigger questions:

- How does a date start?
- Who plans the date?
- Who pays?
- If a car is used, who drives?
- How do the parties meet for the date?
- Who leads the conversation?

Provide students with a chart, similar to the one below. Students complete the chart and discuss in small groups. Reconvene the class and identify points of consensus and disagreement.

GENDER ROLES AND DATING			
THE DATE	MALE	FEMALE	BOTH
Who asks for a date?			
Who pays?			
Who drives?			
Who decides where or how you meet?			
Who leads the conversation?			
Who listens?			
Who decides where to go and what to do?			
Who decides when the date is over?			
Who initiates intimacy?			
Who initiates another date?			

Variation: Divide the class into seven groups, and assign each group one category of power and control (*isolation, emotional control, sexual control, threats, assuming the rights of the partner, intimidation* and *stalking*). Each group generates a definition of the category and examples of behaviors that typify it. Students share ideas, clarify them, and create a graphic organizer that illustrates the relationships between the categories. Students develop strategies to deal with each category and share with classmates.

[CCWR: 3.2/3.9/3.12/4.6]

G. DATING VIOLENCE

Divide the class into several groups and assign each group a dating scenario (samples follow). Students discuss the scenario, identify the behaviors occurring, and create appropriate strategies to deal with the situation. Each group presents its scenario for discussion.

SAMPLE SCENARIOS: DATING VIOLENCE**Scenario #1**

You and your partner are walking home from school. You're explaining how you want to audition for the school play. You're really excited but your partner starts complaining that the play will take time away from your relationship.

Scenario #2

You are in the hallway at school and you see your science lab partner coming towards you. You stop to arrange a time for the two of you to meet to work on your lab when your boyfriend/girlfriend grabs your arm and drags you down the hallway.

Scenario #3

You and your boyfriend/girlfriend have a date tonight. He/she was supposed to pick you up at 8 p.m. but by 9:30 p.m. he/she still has not shown up or called. Your date arrives at 9:45 p.m. with no explanation.

Scenario #4

You recently broke up with your steady partner. Now you are getting anonymous phone calls at all hours of the day and night.

Scenario #5

You and your boyfriend/girlfriend are trying to decide where to go tonight. An argument ensues and he/she slaps you.

Variation: Invite a speaker from a rape crisis center to talk about what individuals should do when sexually assaulted. Emphasize prevention and immediate actions that should be taken after the incident. Be sure to include information for males as well as females.

[CCWR: 3.13/4.6]

H. DOMESTIC VIOLENCE

Use excerpts from a movie or video about domestic violence to trigger a discussion of the following: "Are victims ever responsible for the physical assault? Why do people stay with individuals who abuse them? Are men ever victims of domestic violence? What other forms of abuse may precede the actual physical violence? Where can people go for help and information?" Students conduct research for information and develop a pamphlet or flyer on domestic violence for distribution in the community.

Variation: Invite a speaker from a women's shelter to speak to the class.

Variation: Invite a local police officer to discuss incidents of domestic violence and ways police officers are trained to deal with those situations.

Variation: Students investigate local, state, and national resources for assistance and information about domestic violence. Students collate the information and create a poster, pamphlet, or Web page.

[CCWR: 2.6/3.15/5.8]

Teacher Tip: Before beginning any lesson on sexual assault or sexual abuse, caution students about the sensitive nature of the subject. Some students may have experienced the trauma of sexual abuse and have not yet recognized it. Others may have become a victim of sexual assault and did not report it for fear of humiliation or retaliation. If a student discloses information about sexual abuse or assault, refer the student to the appropriate confidential resource.

I. MYTHS AND FACTS ABOUT SEXUAL ASSAULT

Begin this activity by explaining that there are many misconceptions about sexual assault. These myths tend to perpetuate a “blame the victim” mentality and may even compromise a victim’s willingness to come forward with information about such an incident. Create a myth vs. fact sheet, and allow students a few minutes to record their initial responses. Then discuss each statement and identify it as a myth or fact.

MYTHS VS. FACTS

- Rape is an act of sex.
- Women, men, and children are assaulted because they are perceived to be vulnerable.
- Women want to be raped.
- Rapists are impulsive and motivated by overactive sexual desires.
- Rapes occur only at night.
- A married woman cannot be raped by her husband.
- Men cannot be sexually assaulted.
- Children who are molested by members of the same sex will become homosexual.
- A woman who wears short dresses and provocative clothing is asking to be raped.

Variation: Develop a myth vs. fact sheet specifically for child abuse and sexual abuse.

Variation: Students investigate community support groups for victims of sexual assault or abuse and interview a staff member from the agency about the availability of services.

[CCWR: 3.10/4.6/5.8]

RISK REDUCTION AND PREVENTION

Indicator 2.4-20: *Compare and contrast risk reduction and prevention strategies, including sexual abstinence, monogamy, and methods of contraception.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: Learning about risk reduction and prevention strategies is an important life skill. Comprehensive programs support a student's right to remain abstinent while at the same time providing all students with critical information that enables him/her to make healthy and safe choices about sexual activity—now and in the future. Use the most recent statistics and information about adolescent sexual activity in your class discussions. The results of one national survey, the Youth Risk Behavior Survey (YRBS), can be obtained from the Centers for Disease Control and Prevention (CDC) at <http://www.cdc.gov/nccdphp/dash>.

A. SO WHAT'S AN ABSTINENCE ANYWAY?

This activity, created by Fran Basche and Anne Terrell, first appeared in the Winter 1994/1995 edition of *Family Life Educator*. Ask the students: "What is the best method to use to make sure you don't get pregnant, cause a pregnancy, or get an STD?" Lead students to **abstinence**. Explain that abstinence is the only 100% effective means of preventing unwanted pregnancy and contracting an STD or HIV/AIDS. Discuss what abstinence is and include the following points:

- Abstinence is a conscious decision to avoid certain activities or behaviors.
- People can abstain from many things (e.g., foods, TV, exercise).
- People abstain for many reasons (e.g., to make a point, to protect their health, to support personal or religious values, to avoid negative consequences, or because they are not interested in the activity).
- Different people may have different definitions of abstinence. For some it may mean no sexual contact. For others, it might mean no vaginal penetration or only "lower-risk" behaviors.
- For the purpose of this activity, abstinence means not having intercourse—vaginal, anal, or oral.

Review contraceptive effectiveness rates, discussing typical and perfect user rates. Tell participants abstinence is 100% effective if used perfectly every time. Ask students: "What if that doesn't happen?" Explain that all methods of contraception and risk reduction have failure rates, mostly based on human error. People sometimes forget to take pills, don't use a spermicide with a condom, or use a condom incorrectly causing it to break. Explain that vows of abstinence can also "break" if not used consistently. Tell participants that to learn how to use any contraceptive or risk reduction method, they must know what it is and how it works. Ask students: "Many people have seen a condom or a pack of pills. Has anyone every seen an abstinence? What does it look like? How does it work?" Using a clear, hard plastic ball or heart that can be opened, tell the class "I happen to have an abstinence here" or, "It's hard to talk about something that you can't see, so I brought one. As you can see, the abstinence is empty. An empty abstinence is like an empty promise, it doesn't work

very well.” Move into a discussion of what makes sexual abstinence work. Students write their ideas on small slips of colored paper and put them into the ball. Ask volunteers to share their ideas and note them on the board. Be sure students include some of the following concepts:

- Talking to each other
- Having a positive vision for the future
- Being committed
- Sharing information
- Knowing the consequences of one’s actions
- Being aware of personal values
- Sharing values
- Cooperating with one’s partner
- Identifying sexual situations
- Being assertive
- Having high self-esteem
- Believing that pregnancy and/or infection can happen to anyone
- Exhibiting self-control
- Knowing alternatives

Ask: “What makes abstinence break or fail to work?” Remove one item, such as assertiveness, from the list. “What effect might this have?” Do the same for a few of the other items. What if you and your partner have a different definition of abstinence?” Discuss other factors that might cause abstinence to fail, such as alcohol/drug use, peer pressure, threat, or force. Explain that deciding to use abstinence is similar to deciding to use any contraceptive or risk reduction method. Conclude the activity by having students write a brief response to one of the following statements:

SAMPLE STATEMENTS: ABSTINENCE

- If you have chosen abstinence as your method of prevention and risk reduction, how can you make sure it works? Don’t leave your abstinence at home, or in your health class, or in your church, synagogue, or mosque. Keep it with you at all times.
- Take out your “abstinence” every once in a while and think about it to reaffirm your commitment.
- Decide when and under what circumstance you will cease to abstain.
- If you decide abstinence is no longer the right choice for you, you need to choose another method to protect yourself from unwanted pregnancy, STDs and HIV.
- If you are already sexually active, you can still choose to become abstinent.

[CCWR: 3.9/3.10/3.13]

B. ENCOURAGING ABSTINENCE

Provide students with sample pamphlets on abstinence, such as *Sex and Abstinence* or *The Abstinence Contract* from ETR Associates. Each student develops a pamphlet stressing abstinence for a particular audience (e.g., young teens, male teens, female teens), defining the term and providing convincing arguments for abstinence. The pamphlet should emphasize the important skills needed to remain abstinent and list places students can go for help and support.

Variation: Each student writes a letter to a friend who is considering “losing his/her virginity.” The letter should address what virginity means. Students should consider if the term means different things to males and females and discuss why male and female responses might differ. Ask students: “Once an individual has had sexual intercourse, is it possible to once again become abstinent?”

[CCWR: 2.8/3.15]

C. STD MYSTERY BAG GAME

Prior to class, organize 10 bags, each containing one of the following items. Each item represents an item related to risk reduction and prevention. Items might include:

Object	Represents
■ A bar of soap	Showering before and after sexual contact
■ A toy needle/syringe	Avoiding the use of injecting drugs and shared needles
■ Condom	Protecting from disease; preventing pregnancy
■ A can of foam	Using a spermicide
■ A toy telephone	Communicating with one's partner
■ A light bulb, flashlight, or candle	Inspecting a partner's genitals before intimate contact
■ A empty beer bottle	Abstaining from alcohol and other drugs
■ A toy stethoscope	Getting a medical checkup
■ A candy kiss or wax lips	Kissing
■ Small hugging bears	Caring

Students circulate the bags, inserting a hand into each bag (no peeking!) to determine what they believe is in each bag. Once each person has had an opportunity to feel each item and record his/her guess, form small groups of equal numbers. Group members must come to consensus about what each item is and list their guesses on the board. Remove each item from its bag and score guesses as follows: two points for each exact answer; one point for a close but not exact answer; and zero points for a wrong answer. Tally points to determine a winner. Using each item as a prompt, pose the following questions:

- What does each item suggest about preventing a sexually transmitted disease?
- Which of these methods might be the most important in preventing the spread of HIV infection? least important? Which might be most important for herpes? chlamydia?
- Of the methods noted in this activity, which one works best to prevent pregnancy?
- What other items could be included in the bags to help people understand how to prevent STDs, HIV infection, and unintended pregnancy?

Variation: Students develop a list of signs and symptoms of STDs and HIV infection. Organize the list as clues. Students guess the type of infection and describe the kind of treatment available and the best methods of prevention.

[CCWR: 3.2/3.13]

Teacher Tip: When conducting classroom activities that involve condoms or other forms of contraception, be sensitive to the fact that some student's religious or cultural beliefs may preclude them from fully participating in the activity. In such situations, ask for volunteers; never force a reluctant student to participate. Student comfort level may be increased by using peer educators to assist in some of these activities.

Teacher Tip: The following activity can be modified to examine why individuals might choose not to use any method of risk reduction or contraception or why they might not choose to remain abstinent. The main focus of the activity is to improve the student's ability to make decisions and translate those decisions into safe and effective action.

D. CONVINCE ME

Explain that many people have reasons why they don't practice safe and healthy behaviors but when you really pin them down, their reasons are not always very good ones. Post newsprint around the room and give each student a marker. As students brainstorm reasons why people don't use condoms, write a different response at the top of each page of newsprint. In small groups, students circulate to each page, and write a response to the reason noted on the sheet (see sample below). Discuss the student responses then divide the class into triads for role-play. One student in each trio convinces the other to use a condom. The third student serves as an observer, rating the effectiveness of the argument. Each student plays all three parts before a concluding class discussion.

SAMPLE REASONS	
Reason: Possible Response	Reason: Possible Response
I DON'T HAVE MONEY FOR CONDOMS.	I DON'T HAVE HIV.
I know where you can get free condoms.	But you might—have you been tested?
I have one we can use.	But I don't want to get pregnant.
Let's go buy some right now.	There are other things besides HIV I'm worried about.

[CCWR: 3.2/3.13/4.2]

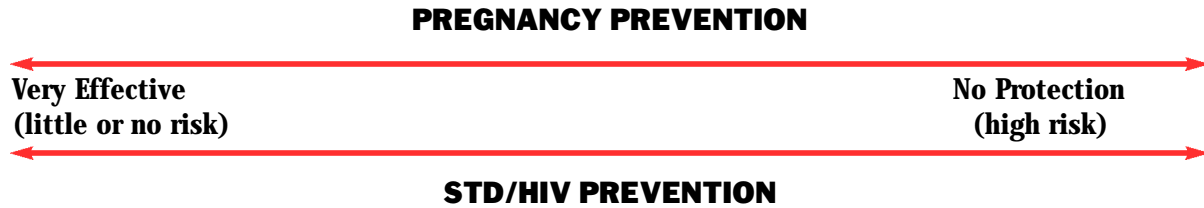
Teacher Tip: Students benefit from the risk/harm reduction approach. It is highly effective in helping students to improve their efficacy when using contraception. Even students who are not sexually active now may need this information later in life. Students need complete and accurate information about available options in order to make responsible and informed sexual choices.

E. RELATIVE RISK

For this activity, create two sets of signs. One set of signs (the blue set) is used in pregnancy prevention activities while the second set (the green set) is used in STD/HIV prevention activities. Label each card with one of the following contraceptive methods:

- Abstinence
- Norplant
- Outercourse
- Depo-Provera and condom
- Depo-Provera
- Norplant and condom
- Sterilization and condom
- Female condom
- Natural planning methods
- Withdrawal
- Diaphragm
- The Pill
- Condom and spermicide
- Rhythm
- Douching
- IUD
- Dental dams
- Pill and condom
- Condom
- No method
- Hoping
- Spermicide alone
- Sterilization
- Abortion
- Emergency contraception

Allow students an opportunity to review class notes, pamphlets, and other materials that describe the different types of contraception and how they work. Distribute the blue and yellow signs. Post a continuum similar to the one below.



Students with blue signs post their cards along the Pregnancy Prevention Continuum. Review the placements and use student comments to make adjustments. Discuss things that increase or decrease a method's effectiveness. Students post the green signs along the STD/HIV Prevention Continuum. Review the placements and make adjustments. Students analyze the continuum for similarities and discrepancies and write a paragraph summarizing the results of the activity.

Variation: Create a "No Risk," "Low Risk," and "High Risk" continuum. On index cards, write one activity or behavior (e.g., holding hands, kissing, touching a doorknob, vaginal intercourse without a condom), and distribute one card to each student. One at a time, students place their cards on the continuum, announce the behavior, and justify their answer. Discuss if the placements are appropriate and make changes. Emphasize that people can reduce their risk of STD/HIV infection by practicing low risk and no risk activities.

Variation: Brainstorm a definition of *monogamy*. Introduce the term *serial monogamy* and define it. Ask students: "Is this truly monogamy? How long do you have to be with one partner to be monogamous? How long would you have to be with one partner to be sure you are not at risk for HIV/STDs?" [CCWR: 3.2/3.10/3.14]

Teacher Tip: When using video, CD-ROM, or other media-based-instructional methods, be sure the information about HIV/AIDS and STDs is current, accurate, culturally-sensitive, and unbiased.

E STD RISK

Divide the class into small groups. Each group researches a different sexually transmitted disease. Allow 15 minutes to develop a chart that includes the following categories:

- Why is the disease of concern? What are the short-term and long-term problems associated with the disease?
- How is the disease transmitted?
- What are its symptoms?
- How is it treated?
- What can be done to prevent the disease?

Reconvene the class and develop a master chart. After discussing the results, students complete a journal entry that outlines 10 ways to prevent STDs and HIV.

Variation: In small groups, students develop a graphic organizer about one STD. Groups copy and distribute their learning aid and use it to support class discussion.

[CCWR: 2.6/3.5/3.8/3.12]

RESOURCES

Indicator 2.4-21: *Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.*

SAMPLE LEARNING ACTIVITIES: 9-12

Teacher Tip: The following activity encourages students to discuss common adolescent sexual health concerns. For younger or less mature classes, you may need to begin this activity using an anonymous question box. As students become more comfortable talking about these issues, eliminate the anonymous question box.

A. COMMON CONCERNS

Brainstorm concerns, worries, or questions males or females might have about the “sexual” parts of their bodies. List the questions on newsprint entitled “Male Concerns” and “Female Concerns” and leave posted in the room. Divide the class into groups. Each group develops a list of resources for each listed concern. Students use resource directories, contact local healthcare organizations, or use the Internet to locate health and social service agencies that provide reproductive and sexual health-care and information.

Variation: Create several scenarios that represent the following situation: A friend shares a sexual concern with you (e.g., she thinks she’s pregnant; he has an unusual discharge; she found a lump in her breast; he thinks he might be gay). Students create a role-play that illustrates how to address the friend’s concerns and develop a list of school resources for students who need help.

Teacher Tip: Videos and pamphlets are available from the American Cancer Society to support the next activity.

B. CHECK IT OUT!

Invite a local healthcare provider or a representative from the American Cancer Society to discuss breast and testicular cancer detection. The speaker should demonstrate breast self-examination and testicular examination. Young people who have experienced such cancers can be used as presenters to support the prevention efforts.

Variation: Students develop a brochure emphasizing the importance of breast self-examination and testicular examination for adolescents. The brochure can be disseminated in the school health office.

Variation: Students investigate current research and statistics on breast and testicular cancers in young people under the age of 25. Using this information, students develop an information session as part of a school or community health fair.

[CCWR: 2.6/3.4/3.5/3.8]

C. TUNING IN TO SEXUAL HEALTH NEEDS

Divide the class into pairs or small groups. Give each group one or more “Tuning In” cards (write one of the descriptions listed below on each card). Be sure to include an equal number of male and female profiles.

Provide each group of students with a blank index card. Each pair/group writes on the blank card the following information about its assigned situation:

- The sexual health concern or problem the person seems to have
- How the person might be feeling about the problem
- Suggestions about where the person could go for help or information

As each group presents its case study, record on newsprint the resources mentioned. Assist students to categorize the resources and services suggested (e.g., prenatal clinic, gynecologist, urologist, family planning clinic, HIV testing site).

TUNING IN CARDS

- Scott just discovered that a former sexual partner shared needles with other people.
- Maria's period is almost two weeks late. She's been having sexual intercourse with Tony for about three months without using any birth control.
- Andy noticed a blister-like sore on his penis; it hurts a lot.
- Sarah's breasts hurt and she feels lumps on the sides of both breasts.
- Ed sees a yellowish discharge from his penis and feels a burning sensation when he urinates.
- Sandra just took a home pregnancy test and it is positive. She wants to be sure her baby gets a healthy start.
- While taking a shower, Michael notices a lump on his scrotum and left testicle.
- Ann has such heavy periods that she wears two tampons and a pad so she won't stain her clothes.
- For some time now Sam has had a small tender spot under his left nipple.
- When Jennifer had sexual intercourse with her new partner last night, he said he would pull out in time but he didn't.
- Tom's girlfriend just told him she's three weeks late getting her period, but she thinks it will come any day now.
- Marisa just did a home pregnancy test that came out positive. She and her partner Jason feel they're too young to be parents right now and want to consider adoption.
- Tasha just finished such a heavy menstrual period that she used several super absorbent tampons and has suddenly developed a fever, vomiting, and a sunburn-like rash.
- Erica's mother died of breast cancer. Each month she performs a breast self-examination, and this month she thinks she feels a lump in her left breast.

[CCWR: 3.8/3.11/3.13]

D. BE A HEALTH SERVICES DETECTIVE

Ask students where they might go to obtain information about a sexual health problem. List the answers on the board (e.g., call directory assistance for a local hot line or help line, call the help line number, look in the phone book for an agency or individual). After students have identified several agencies that provide reproductive and sexual health services, ask the following questions:

- What qualities would you want in a person or agency that provides sexual and reproductive health services?
- What would prompt you to choose one service over another?
- What do the services cost?
- How would you go about finding out more information?

Assign each student an agency or resource to contact for more information. Student research should focus on costs and insurance; parental permission or notification; types and kinds of services; hours; location; transportation availability; and HIV, STD, and pregnancy testing. Students compile the information to create a resource directory for teens.

Variation: Students investigate health services and information provided by various state and federal agencies (e.g., state health department, CDC, medical schools, universities).

Variation: Students develop a list of advocacy groups and nonprofit organizations that support research, information, and treatment for individuals (e.g., American Cancer Society, March of Dimes). To learn more about the nonprofit agency or organization, students participate in a community service project for their selected agency.

Variation: Students research laws regarding health and reproductive care for minors and develop a pamphlet, poster, Web page, or fact sheet. Students should focus on the similarities and differences of these laws in neighboring states.

Variation: Invite a panel of healthcare providers to discuss reproductive and sexual health issues. Be sure to include physicians (OB-GYN and urologist), a nurse practitioner or midwife, a family counselor, a sexuality counselor, and a health educator.

Variation: Invite a human resources specialist from a large company to discuss its reproductive health benefits and policies.

Variation: Invite representatives from various health insurance companies to discuss reproductive and sexual health benefits and limitations. The speaker should address confidentiality, referrals for specialized services, and the costs of specialized programs dealing with infertility as well as the availability of coverage for oral contraceptives, hormone replacement therapy, and drugs for impotence.

[CCWR: 2.6/2.7/3.4/3.5/3.12]

E. MAKING AN APPOINTMENT

Ask a volunteer to demonstrate how to make an appointment for some kind of service (e.g., a dentist appointment). Discuss the volunteer's presentation and allow other students to perform their own version. Ask: "What advice do you have for someone who's never made an appointment before?" Use the "Tuning In" cards from an earlier activity to model situations that require setting an appointment. (The teacher plays the part of the person receiving the call.) Place chairs back to back so the players can hear but not see each other. After each role-play, ask the class to evaluate the phone conversation. Ask students: "What qualities do you expect in a person working in such an agency? Why did the person on the phone respond the way he/she did? Did the person meet the caller's needs? Would you recommend the agency to your friends? How did you feel during and after the phone call?"

Variation: Many areas have teen hot lines. Invite a supervisor and several students who work the hotlines to address the class about their training and experiences.

Variation: Take a field trip to a health services provider (e.g., a reproductive clinic, a mother-baby clinic, a college health center, a family health center). Before the visit, students develop a short list of questions for the facility's staff. (Be advised: Interviewing clients may not be allowed.) Students write a reaction to the visit in their journal.

[CCWR: 2.6/2.7/3.15]